

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

Detail	Data
School name	Ravens Academy
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of 3
Date this statement was published	September 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Principal Miss Minter
Pupil premium lead	Miss Minter
Governor / Trustee lead	Anita Thornberry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323, 010
Recovery premium funding allocation this academic year	£31,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	
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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

Our aim at Ravens Academy is to use Pupil Premium to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress and attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, speech & language, gaps in curriculum knowledge, attendance & punctuality and social-emotional concerns manifesting as behaviour.

Our approach will be responsive to both everyday challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention.

At Ravens, all staff have the highest of expectations of all pupils, irrespective of background or the challenges they face. We enrich our curriculum with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences outside of the academy
- act early to intervene at the point when a need is identified & engage with outside agencies where needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND and external factors.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health and an increase in children receiving EHCPs.
3	Limited life experiences and minimal opportunity to join in with enrichment opportunities due to cost of living challenges and high levels of deprivation where they live.
4	Poor attendance throughout the academy leading to above national average persistent absence pupil percentage and above average for academy attendance.

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
SEND pupils make progress in reading, writing and maths.	The gaps will close in progress made between SEND PP and non-SEND PP.
Pupils to access a wide range of interventions to meet their area of needs, including speech and language, Mental Health and wellbeing and wider curriculum experiences.	As their areas of needs are being addressed, PP pupils make expected progress or exceed their targets set in reading, writing and math.
Cultural capital experiences to be maximized through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities	Enrichment activities such as biking, cooking, martial arts, first aid lessons and cultivation to be attended by pupil premium children. Children to take part in educational visits. Children to understand about career paths available to them and have broader ambitious life goals, for example, by taking part in the Intu-University programme.

All children assessed orally on entry to the academy. Children's oral language is prioritised in EYFS and this positively impacts writing skills.	Children's language skills are in line with their chronological language acquisition when entering KS1.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	PA for disadvantaged pupils reduces every half term as a result of Attendance Officers following policies and procedures.

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: £234,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD training for all staff on the following interventions: Feedback and metacognition and self-regulation (learning-to-learn strategies)</p> <p>£5,400</p>	<p>As noted on the Sutton Trust and Education Endowment Foundation Teaching and Learning site, the top two intervention strategies recommended, which evidence shows make the greatest impact on pupil premium investment are: Feedback and metacognition and self-regulation (learning-to-learn strategies), both of which research shows add an additional eight months progress over a year.</p> <p>https://www.headteacher-update.com/content/best-practice/pupil-premium-evidence-and-impact</p>	1-4
<p>To provide pupil premium children with early years intervention to close any learning gaps that have been identified. For all children to be orally assessed as they join the EY cohort.</p> <p>£16,160.40</p>	<p>Additional six months of progress over a period of a year is noted on the Sutton Trust and Education Endowment Foundation Teaching and Learning site.</p> <p>https://www.headteacher-update.com/content/best-practice/pupil-premium-evidence-and-impact</p>	2

<p>SLT ensuring that adequate support is provided for children who are entitled to PP funding. £109,780</p>	<p>EEF Guide to the Pupil Premium – Autumn 2021 EEF-Guide-to-the-Pupil PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil premium – GOV.UK (www.gov.uk)</p>	<p>1-4</p>
<p>Six members of staff to attend Talk boost and Early talk boost training</p>	<p>https://www.nth.nhs.uk/content/uploads/2014/07/talk-boost-leaflet.pdf</p> <p>https://speechandlanguage.org.uk/talk-boost/</p>	<p>4</p>
<p>4 members of staff to attend Shine intervention training. £0</p>	<p>The Rising Stars Intervention Shine website states that <i>'following implementation of the learning sequence, pupils in the intervention group showed progress in that area of learning'</i>.</p> <p>In the schools using the programme as a trial, 100% of them reported that the children had made progress.</p> <p>https://www.risingstars-uk.com/media/Rising-Stars/Reading/Impact%20Study/Shine-impact-report-web_2.pdf</p>	

<p>All teaching staff to attend ASD/ADHD workshops delivered by the multi-school's council. These workshops are also delivered to children.</p> <p>£0</p>	<p>We currently have a rise in numbers of children with an ASD diagnosis and during staff voice teachers and support staff asked for more support with ASD.</p> <p>After completing 'Making sense of autism in schools', you will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of getting to know the pupil as an individual. • Approach autism as a difference rather than as a disorder or impairment. • Understand the importance of identifying the strengths and needs of autistic pupils. • Know how three areas of difference can affect autistic pupils. • Appreciate how important it is to listen to and learn from the perspectives of autistic pupils. • Reflect on and implement reasonable adjustments to support autistic pupils you work with. • Have knowledge and understanding of the importance of one-page profiles and how to collect information for the one-page profile. 	<p>1-2</p>
<p>Additional LSA support in year groups with the highest numbers of PP pupils: years 1, 2, 3 and 4</p> <p>£102,709.60</p>	<p>Additional LSA support will be used to enhance quality first teaching whilst taking into consideration the recommendations from the EEF in their Guidance on Effective Use of Teaching Assistants.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	

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

Budgeted cost: £22,440.77

Activity	Evidence that supports this approach	Challenge number addressed
<p>S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost and Wellcomm</p> <p>£8, 832.60</p>	<p>Oral language interventions can provide progress of +6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1-2</p>
<p>SALT targets set by the S&L Therapist, to be delivered by S&L TA</p> <p>£8326.40</p>	<p>Early communication and language interventions can provide +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1-2</p>
<p>Early morning and after school Maths, Reading and Writing interventions</p> <p>£0</p>	<p>Every child matters: https://everychildcounts.edgehill.ac.uk/need-mathematics-interventions/</p> <p>Literacy and numeracy catch-up strategies https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</p>	<p>1-4</p>

<p>TA and pastoral department delivers interventions daily to pupils identified as in need.</p> <ul style="list-style-type: none"> • Lego Therapy • 5 minute box • Nessy • Rising Stars Shine <p>£5281.77</p>	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning. • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,519.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education- al trips</p> <p>£9,421.23</p>	<p>To be able to subsidise children to attend educational trips to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices and to improve children's knowledge of career paths available to them.</p> <p>As stated in educationbusinessuk.net, it quotes 'School trips can change attitudes and raise aspirations, through participation in new activities. Rising to new challenges and living alongside their peers helps pupils to become more adaptable and confident which is critical to so many areas of their development'.</p> <p>https://files.eric.ed.gov/fulltext/EJ1031445.pdf</p>	<p>3</p>

<p>Breakfast/ After school clubs</p> <p>£2412</p>	<p>To be able to subsidise children to attend breakfast and after school clubs to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices and to improve children's knowledge of career paths available to them.</p>	<p>3</p>
<p>Uniform support and school supplies</p> <p>£3,000</p>	<p>As the government explains, Parents should not have to think about the cost of a school uniform when choosing which school(s) to apply for. Therefore, schools need to ensure that their uniform is affordable.</p> <p>https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms</p>	<p>3</p>
<p>Lead attendance officer in school to work with families on reducing PA and to help improve whole school attendance.</p> <p>£20,516</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	<p>4</p>
<p>Behaviour support mentor to work with children to learn how to self-regulate and to descalate behaviours to improve children's self- management.</p> <p>£16,893</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3-4</p>

<p>Aquinas - Attendance company to work on reducing PA and improve whole school attendance, £3889</p>	<p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absenceandattainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>4</p>
<p>School minibus to target PA/PP students to increase attendance. £8388</p>	<p>To be able to assist families in getting children to school on time. To reduce the PA% from term to term.</p>	<p>4</p>
<p>Food and fruit for all pupils at snack time £2,000</p>	<p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time. https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs_Breakfast_Club_Audit_APSE.pdf</p>	<p>1-4</p>

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.

Teaching (for example, CPD, recruitment and retention)

Activity/challenge	Impact of this approach	Actual spend												
Quality first teaching will be enhanced through a comprehensive CPD programme planned for teachers and support staff, to include the following – <ul style="list-style-type: none"> Adaptive teaching Rosenshine’s Principals of Instruction Subject Specific Training Reading into Writing Maths Mastery Program - £10,000	<p>Following a comprehensive CPD programme all outcomes have improved across the school. Our Nationally recorded Y6 data is as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55% 30/55 (44% last year)</td> </tr> <tr> <td>Maths</td> <td>62% 34/55 (25% last year)</td> </tr> <tr> <td>Writing</td> <td>58% 32/55 (19% last year)</td> </tr> <tr> <td>SPAG</td> <td>51% 28/55 (44% last year)</td> </tr> <tr> <td>Combined</td> <td>38% 21/55 (20% last year)</td> </tr> </tbody> </table> <p>Our Y1 Phonics results have also increased from 64%-74%.</p>		All pupils	Reading	55% 30/55 (44% last year)	Maths	62% 34/55 (25% last year)	Writing	58% 32/55 (19% last year)	SPAG	51% 28/55 (44% last year)	Combined	38% 21/55 (20% last year)	£10,000
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Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision, alongside a Mastery model. £37,611	Early Year’s Children’s GLD % increased from 33% to 57% due to smaller size classes with additional staffing.	£37,611												
Additional LSA Support in year groups most affected by the	<p>Additional LSA support in the following year groups have created an increase in data as follows:</p> <p>EYFS: 33% - 57% GLD</p>	£109,869.19												

<p>pandemic and have the highest numbers of PP pupils: EYFS, years 1, 2, 3 and 4 £109,869.19</p>	<p>Y1 Phonics: 64%-74% pass (1% below National) Y4 MTC results: 41% to 58%, 82% got 25/25. Meaning our PP children out-performed our non-pp children. Y2 SATS results: see table below</p>	
		All pupils
	Reading	50% 24/48 (27% last year)
	Maths	65% 31/48 (54% last year)
	Writing	48% 23/48 (24% last year)

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £57, 743.38

Activity/challenge	Impact of this approach	Actual spend
<p>S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&L Therapist, to be delivered by S&L TA Communicate £3,000 Speech and Language Assistant £19,000</p>	<p>Communication and interaction is our highest area of need amongst our SEN children. In total we have 41 children. A total of 11 children were referred onto Pediatrics and 5 children were discharged after intervention and assessment. The rest of the children worked with our in-house speech and language trained HLTA on their interventions.</p> <p>Speech and language interventions have been delivered from a trained S&L assistant and 5 children have been removed from the intervention due to passing the assessment.</p>	£22,000
<p>Tutoring internally for targeted pupils' in phonics, reading, writing or maths afterschool across Y1 to Y5. £8198.69</p> <p>Small group targeted support across KS1 and LKS2 £8,498.19</p> <p>Small group 'catch up'</p>	<p>Boosting through the NTP was offered to pupil premium children in phonics, maths, reading and writing for all year groups. These sessions occurred twice a week after school and twice a week before school. Children were tutored from teachers and members of SLT.</p> <p>In total, 84 attended the tutoring programme. All students made progress.</p> <p>KS2: R: 55%, M: 62%, W: 58%, GPS: 51%</p> <p>KS1: R: 50%, M: 65%, W: 48%.</p>	£8198.69 £8,498.19 £8,511.50

and intervention for PP pupils with SEND. £8,511.50	Phonics Y1: 74% Phonics Y2: 63%	
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Wider strategies (for example, related to attendance, behavior, well-being)

Activity/challenge	Impact of this approach	Actual spend														
<p>Senior Leader with strategic overview of Behaviour and attendance. £18,100.53</p> <p>Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance £26,558.65</p> <p>Aquinas - Attendance company to work on reducing PA and improve whole school attendance,</p>	<p>Attendance PP PA% in the Spring Term was 41.5%, this reduced to 33.7% in the Summer term. Attendance meetings were held half termly, letters were sent and the strategic lead met with the external attendance company to review cases and targeted families. Overall PP attendance increased by 0.1% and lates decreased by 0.1%. Children with 100% attendance increased from 7 children to 18.</p> <p>Employing a behavior mentor enabled a more robust procedure to tackling behavior and behavioural incidences were recorded as follows:</p> <table border="1" data-bbox="504 1088 940 1489"> <thead> <tr> <th>21/22</th> <th>Total number of incidences</th> </tr> </thead> <tbody> <tr> <td>A1</td> <td>123</td> </tr> <tr> <td>A2</td> <td>72</td> </tr> <tr> <td>S1</td> <td>76</td> </tr> <tr> <td>S2</td> <td>97</td> </tr> <tr> <td>S1</td> <td>42</td> </tr> <tr> <td>S2</td> <td>37</td> </tr> </tbody> </table> <p>The table shows a decrease from Autumn to Summer.</p>	21/22	Total number of incidences	A1	123	A2	72	S1	76	S2	97	S1	42	S2	37	<p>£18,100.53 £26,558.65</p>
21/22	Total number of incidences															
A1	123															
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Breakfast club and after school counselling.	<p>Breakfast club was staffed by 3 members of staff. The children eat breakfast and take part in a variety of activities. All children could access breakfast club if they wish. 36 children attended breakfast club.</p> <p>We are also linked with Greggs, who funded bread and cereal for all children across the academy from Nursery-Y6.</p>															
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and	<p>Trips and visits were an enormous part of school life at Ravens. We encourage children to attend trips from N to 6. We offer trips throughout the year for each year group including whole school trips to the theatre and the local Priory.</p> <p>In the Y6 Leaving assembly, all but 2 children said their</p>	£20,000														

<p>language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits. £20,000</p>	<p>favourite memory of school was attending the school residential. One child in Y2 stated that their favourite part of year 2 was going to the Rose Garden Maze at the local priory where they learnt about the local horticulture.</p> <p>We also had visitors into school to support with the curriculum</p>	
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