

## Pupil premium strategy statement 2025 2026– Ravens Academy

This statement details our school's use of pupil 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	258
Proportion (%) of pupil premium eligible pupils	186 (72%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	Year 2 of 3
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Education Director: Natalie Deen
Pupil premium lead	Marianne Cartwright
Governor / Trustee lead	Pat Beanland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,365.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£320,365.00

## 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 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.

	<b>Detail of challenge</b>
1	<p>Outcomes and progress of the pupils are significantly affected by unidentified SEND needs upon entry such as High % of pupils with underlying developmental language disorders, impacting on speech language and communication.</p> <p>39% of our new reception intake have SEND. 80% of these receive Pupil premium.</p> <p>Wellcom language assessments carried out show 39% of our Reception cohort 2025 at the expected level for Speech language and understanding.</p> <p>31% of our Reception intake measured were at 30-35 months for their speech and language</p> <p>31% of our Reception intake measured below 30 months for their speech and language.</p>
2	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</p> <p>Our baseline assessments on entry to Reception class demonstrate that 100% of our disadvantaged pupils arrive below age-related. In 2024 10% of our children entering the Early Years were on track to pass the GLD.</p> <p>This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Our baseline of our Year 1 2024 showed that 5% of our children entered the school on track to pass phonic screening check, with 39% of our PP children passing phonics screening at the end of year.</p>
3	<p>Historical Socio-cultural &amp; economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.</p>

4	<p>Low levels of attendance &amp; punctuality (PA)            Overall PP attendance YTD is 90.7%. Overall PP PA attendance YTD is 36.7%</p> <p>Year YTD PA            23-24 Attendance: 90.1% Persistent Absence 37.9% Pupil premium PA 41.2%            24-25 Attendance 90.8% Persistent Absence 36.3% Pupil premium PA 39%</p>
5	<p>Children with low levels of self regulation that impacts on achievement, attendance, behaviour and relationships.</p> <p>26% of the children in our school as of Autumn 2025 have needs linked to Social, Emotional and Mental Health. In total 22% of the children have SEMH needs and receive Pupil premium.</p>
6	<p>KS2 outcomes, Phonics and EYFS outcomes remain below national, which then impacts core areas such as Reading, Writing &amp; Maths throughout the school.</p>

### 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
Improved spoken language with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG. Improved GLD and Phonics in Y1 (1&2)	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy. Improved GLD and Phonics in KS1(1&2)	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support to approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.	Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers. This includes Boosting, Afterschool clubs, Breakfast club, trips & residential.
Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character- building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.	Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.
Pupils engage in extracurricular support and tutoring to support improved outcomes at the end of KS2. (3)	Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning

Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas at the end of KS2. (4)	PA for disadvantaged pupils reduces every half term from and whole school PP attendance will increase. PP Attendance and PA will be closer to national at the end of the year.
Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects. Reducing the need for intervention and fixed term exclusions. (5)	Internal tracking data of behaviour and pastoral intervention will demonstrate a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support. Assessment data for these identified pupils will show improved attainment, comparable to that of non-disadvantaged pupils.
KS2 outcomes improve, closing the gap to national, stronger progress from their relative starting points and an increased proportion of pupils achieving the greater depth standard. (6)	Pupils will achieve mastery level in their learning over time. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

### 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: £88,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional teacher to be placed in year 6, enabling 2 smaller year 6 classes rather than a 5/6 mixed class.</b>  £67,000	<p>EEF states that The average impact for reducing class size is around one month's additional progress over the course of an academic year. In this case we are also enabling the teacher to focus on a single year group and differentiate with more specialism.</p> <p>80% of our Year 6 cohort receive pupil premium and 44% of the year group have a SEN Support plan.</p>	6

ITT student Teacher – growing our own through the ATTI Institute. Ensuring QFT through a robust training program with an academy appointed mentor.  <b>£5,641</b>	<p>A structured mentoring system provides ITT students with regular guidance, constructive feedback, and professional development opportunities. Experienced teachers play a key role in modeling best practices, offering insights, and helping trainees reflect on their teaching.</p> <p>Effective support for ITT students not only improves their teaching practice but also helps retain passionate and skilled educators in the profession. A nurturing, structured, and reflective approach ensures they develop into confident, adaptable, and inspiring teachers.</p>	All
SLT ensuring that adequate support is provided for children who are entitled to PP funding.  <b>£15,477</b>	<a href="#">EEF Implementation Guidance Report 2019.pdf</a>	All

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

**cost: £83,030**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>

<b>Boosters after school and during Easter holidays</b> <b>Y6 Reading, Maths and SPAG</b> <b>Y1 &amp; Y2 Phonics</b> <b>Y4 MTC</b> <b>£10,000</b>	<p>Small Group Tuition + 4 Months Impact</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="#">Small group tuition   EEF</a></p>	6
<b>Use of all senior leaders to teach small groups and within streaming to close gaps and accelerate progress in targeted year groups</b> <b>£25,477</b>	<p><a href="#">Selecting Interventions - Evidence insights   Education Endowment Foundation</a></p>	6
<b>Supporting children with regulation and to close learning gaps, through interventions and pastoral support using additional adults</b>  Leading 1:1 and small group interventions Lego Therapy Zones of Regulation In class learning interventions e.g Nessy <b>£47,553</b>	<p>Behaviour Interventions +4 Months impact with low cost</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Metacognition_and_self-regulation_review.pdf</a></p>	1,2,5,6

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

**cost: £149,217**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Educational Trips</b> All pupils are exposed to first- hand experience of the outside world, through rich vocabulary opportunities and language acquisition.  Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits. experience.	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.  Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience. <a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOTc-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOTc-Manifesto.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>	3
<b>£26643.55</b>  Staffing and food for breakfast club and after school clubs  £18,786.17	To be able to offer a free breakfast provision for all 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. Improve punctuality, to ensure all children are in school and ready to learn on time. 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.	3,4,5

<p><b>Lead attendance officer and Designated Safeguarding Lead</b> in school to work with families on reducing PA and to help improve whole school attendance.</p> <p>Additional, attendance interventions</p> <p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>£43,133</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 &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014.</p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	<p>4</p>
<p><b>Aquinas –</b> Attendance company to work on reducing PA and improve whole school attendance, support in gathering evidence when supporting or when prosecuting for those not attending schools.</p> <p>£3250</p>	<p>The DFE published a report on the links between attendance and attainment in 2014.</p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	<p>4</p>

<p><b>School minibus</b> to target PA/PP students to increase attendance. To reduce cost on transport for trips</p> <p><b>£735 x 2 buses = £17,640</b> <b>£4,000 Fuel</b> <b>£ 12,316 staff</b></p> <p><b>Total: 33956</b></p>	<p>To be able to assist families in getting their children to school on time. To reduce the PA% from term to term.</p> <p>Reduce the cost for trips through travel, ensure all pupils get a wider more sustainable offer.</p>	<p>3,4</p>
<p><b>Attendance prizes rewarded</b> half termly to pupils who have over 95% attendance and most improved attendance. Highest weekly class attendance certificate and trophy presented during assembly. At the end of the year pupils with over 100% attendance will have special prizes of bouncy castle, trips, works vouchers.</p> <p><b>£5000</b></p>	<p>These are Incentives for children to come to school. To try and reduce PA from term to term.</p>	<p>4</p>
<p>Extra curricular clubs</p> <p>All staff members lead a club after school of at least 6 weeks.</p> <p><b>£10,000</b></p>	<p><b>Nuffield Foundation Research</b></p> <p>Taking part in after-school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</p> <p><b>National Findings</b></p> <p>By age 11, participation in after school clubs did not vary by economic disadvantage; 31% of both disadvantaged and more affluent children attended</p>	<p>1,2,3,4,5</p>

	<p>after school clubs at least weekly.</p> <p>In comparison, disadvantaged children were less likely to participate in other activities outside school - sports activities (61% to 78% among more affluent children) extra tuition (18% to 24%) and music lessons (7% compared to 29%).</p> <p><a href="#">Report template long</a></p>	
Uniform £2000	To ensure those unable to fund school uniform are provided with uniform and have a sense of belonging within the academy.	all
Purchase web based programs to be used at school and at home.  TT Rockstars £182.68 Accelerated Reader £4649.54 Purple Mash 1244.06 Online reading books £372  £6448.28	EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.	6

**Total budgeted cost: £320,365**

**Part B: Review of the previous academic year 2024-2025**  
**£307,840 received. £341,796 expenditure.**

## Outcomes for disadvantaged pupils

### Teaching (for example, CPD, recruitment and retention)

Activity/challenge	Impact of this approach	Actual spend																		
<p>Additional Staffing in Y6 – streaming for core subjects in the morning</p> <p>T&amp;L AP – Additional staffing</p> <p><b>£25,477</b></p>	<table border="1"> <thead> <tr> <th></th> <th>End of Year outcome</th> <th>End of Year PP Outcome</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56</td> <td>46</td> </tr> <tr> <td>Writing</td> <td>53</td> <td>24</td> </tr> <tr> <td>Maths</td> <td>58</td> <td>57</td> </tr> <tr> <td>GPS</td> <td>56</td> <td>48</td> </tr> <tr> <td>Combined</td> <td>39</td> <td>37</td> </tr> </tbody> </table> <p>Additional staffing used throughout Spring and Summer term to stream into 4 groups and to children's needs. This was negatively impacted by children's high absence.</p>		End of Year outcome	End of Year PP Outcome	Reading	56	46	Writing	53	24	Maths	58	57	GPS	56	48	Combined	39	37	25,477
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ITT student Teacher – growing our own through the ATTI Institute. Ensuring QFT through a robust training program with an academy appointed mentor.  <b>£5,000</b>	ITT student teacher successfully passed her initial teacher training. Whilst within the academy she was able to work with small groups to accelerate progress as well as teach whole class.	5000
Increased TA hours to support with emerging needs and the new structure of the day.  <b>£30,000</b>	<p>Review of all teacher hours ensured that learning assistants are all available for training after school, delivering enrichment clubs for children after school and attending breakfast club so that we can grow it. New times of the day resulted in need for Friday afternoon provision.</p> <p>Breakfast club attendance at approximately 30 children per day. Homework and reading taken part as part of breakfast club.</p> <p>Friday afternoon provision at 37 children.</p> <p>All Learning Support Assistants present for training and providing a booster.</p>	30,000

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

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<p>S&amp;L interventions in EYFS (TalkBoost) to be delivered by S&amp;L trained TA</p> <p>Small group and 1:1 Intervention sessions</p>	<p>Reception EOY data</p> <table border="1"> <thead> <tr> <th colspan="2">Pupils</th> <th colspan="4">Pupil Premium</th> <th colspan="4">SEN</th> <th colspan="4">EAL</th> </tr> <tr> <td colspan="2">30</td> <td colspan="4">16 (53%)</td> <td colspan="4">5(17%)</td> <td colspan="4">1(3%)</td> </tr> </thead> <tbody> <tr> <th rowspan="2">REC</th> <th colspan="2">Communication &amp; language</th> <th colspan="2">Personal, social &amp; emotional development</th> <th colspan="2">Physical development</th> <th colspan="2">Literacy</th> <th colspan="2">Maths</th> <th colspan="2">Understanding the world</th> <th colspan="2">Expressive arts &amp; design</th> </tr> <tr> <th>LAU</th> <th>Sp</th> <th>S-R</th> <th>MS</th> <th>BR</th> <th>GMS</th> <th>FMS</th> <th>C</th> <th>WR</th> <th>W</th> <th>N</th> <th>NP</th> <th>P&amp;P</th> <th>PCC</th> <th>NW</th> <th>CM</th> <th>BIE</th> </tr> <tr> <th>Baseline</th> <td>56</td> <td>63</td> <td>44</td> <td>52</td> <td>56</td> <td>96</td> <td>37</td> <td>59</td> <td>22</td> <td>41</td> <td>63</td> <td>30</td> <td>85</td> <td>41</td> <td>85</td> <td>63</td> <td>59</td> </tr> <tr> <th>December</th> <td>63</td> <td>70</td> <td>60</td> <td>87</td> <td>77</td> <td>93</td> <td>67</td> <td>63</td> <td>43</td> <td>67</td> <td>80</td> <td>53</td> <td>87</td> <td>63</td> <td>77</td> <td>97</td> <td>67</td> </tr> <tr> <th>February on track</th> <td>50</td> <td>57</td> <td>53</td> <td>70</td> <td>60</td> <td>70</td> <td>40</td> <td>70</td> <td>43</td> <td>37</td> <td>50</td> <td>47</td> <td>63</td> <td>63</td> <td>67</td> <td>67</td> <td>63</td> </tr> <tr> <th>April on track</th> <td>67</td> <td>70</td> <td>67</td> <td>80</td> <td>70</td> <td>80</td> <td>63</td> <td>80</td> <td>47</td> <td>60</td> <td>60</td> <td>47</td> <td>63</td> <td>70</td> <td>90</td> <td>77</td> <td>83</td> </tr> <tr> <th>EOY data</th> <td>73</td> <td>73</td> <td>67</td> <td>93</td> <td>73</td> <td>80</td> <td>70</td> <td>73</td> <td>50</td> <td>47</td> <td>70</td> <td>53</td> <td>60</td> <td>50</td> <td>83</td> <td>63</td> <td>60</td> </tr> </tbody> </table> <p><u>Number of pupils achieving GLD: 14/30</u>  <u>Percentage: 47%</u></p> <p>Data shows that language and understanding improved with those on track rising from 56% to 73% whilst those on track for speaking rose from 63% to 73%.</p>	Pupils		Pupil Premium				SEN				EAL				30		16 (53%)				5(17%)				1(3%)				REC	Communication & language		Personal, social & emotional development		Physical development		Literacy		Maths		Understanding the world		Expressive arts & design		LAU	Sp	S-R	MS	BR	GMS	FMS	C	WR	W	N	NP	P&P	PCC	NW	CM	BIE	Baseline	56	63	44	52	56	96	37	59	22	41	63	30	85	41	85	63	59	December	63	70	60	87	77	93	67	63	43	67	80	53	87	63	77	97	67	February on track	50	57	53	70	60	70	40	70	43	37	50	47	63	63	67	67	63	April on track	67	70	67	80	70	80	63	80	47	60	60	47	63	70	90	77	83	EOY data	73	73	67	93	73	80	70	73	50	47	70	53	60	50	83	63	60	10,000
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<b>Boosters and Tutoring</b>	Boosters and tutoring delivered by senior leaders at 10% of their time each.			24,000																		
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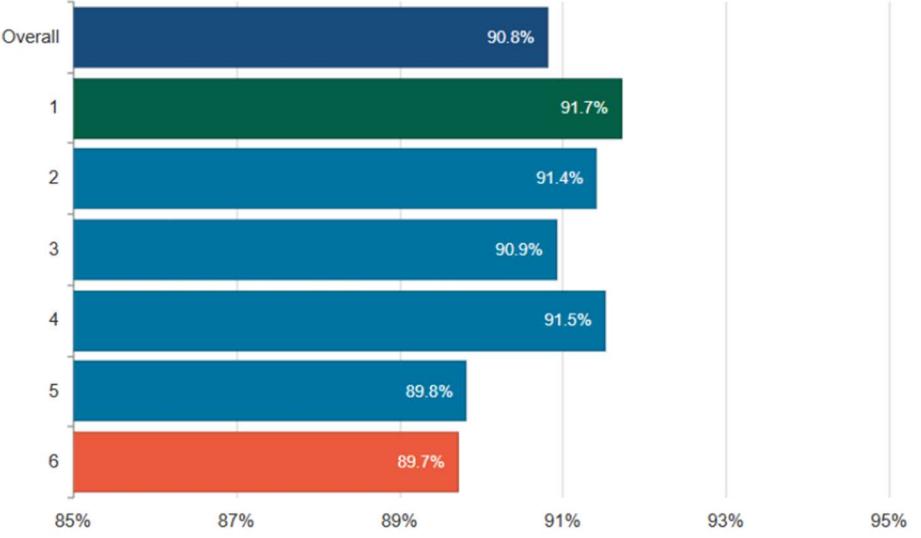
<p><b>Behaviour</b></p> <p>Leading 1:1 and small group interventions Sensory Circuits Lego Therapy Zones of Regulation</p> <p><b>£23,493</b></p>	<p>Provision and outcomes report shows that children with SEMH as main reason on SEND plan made expected progress. Those with PP made more progress than those that did not have PP.</p> <p>SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES</p> <table> <tbody> <tr> <td>No pupil premium</td><td>4</td><td>0.25</td><td>As expected</td><td></td></tr> <tr> <td>Pupil premium</td><td>12</td><td>0.36</td><td>As expected</td><td></td></tr> <tr> <td></td><td>16</td><td>0.33</td><td>As expected</td><td></td></tr> </tbody> </table> <p>Lunchtime behaviour improved visibly.</p>	No pupil premium	4	0.25	As expected		Pupil premium	12	0.36	As expected			16	0.33	As expected		38,000
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<b>Alternative Provision</b> £15,000	Alternative provision funded by SEND funding.	0
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Pastoral Interventions (DSL & DDSL) <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Sensory Circuits</li> <li>• Drawing and Talking</li> </ul> <p><b>£59,533</b></p>	<p>24 children participated in friendship and confidence building interventions. 12 children undertook extended talking and drawing therapy weekly, majority within KS2.</p> <p>Use of pastoral base for outreach throughout the day, this was opened from February 2025 with high need children frequently visiting and others using when required.</p> <p>Use of pastoral team to gather pupil voice to action plan for next steps</p> <p>Children reported and could be visibly seen with</p> <ul style="list-style-type: none"> <li>- Improved self confidence</li> <li>- Improved self-regulation</li> <li>- Improved communication skills</li> <li>- Improved relationship skills</li> <li>- Improved trust towards adults</li> </ul>	<p>59,534.83</p>
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**Wider strategies (for example, related to attendance, behavior, well-being)**

Activity/challenge	Impact of this approach	Actual spend														
<b>Educational Trips</b> All pupils are exposed to first- hand experience of the outside world, through rich vocabulary opportunities and language acquisition.  Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits. experience. <b>£20000</b>	Trips and Enrichment opportunities undertaken throughout 24/25  <b>School Pantomime for all</b> <table border="1" data-bbox="489 589 1956 1065"> <tr> <td data-bbox="489 589 916 652">Reception</td><td data-bbox="916 589 1956 652">Colchester Zoo</td></tr> <tr> <td data-bbox="489 652 916 716">Year 1</td><td data-bbox="916 652 1956 716">Fingringhoe Wick, Animal explorers</td></tr> <tr> <td data-bbox="489 716 916 779">Year 2</td><td data-bbox="916 716 1956 779">Beth Chatto Gardens, Animal explorers</td></tr> <tr> <td data-bbox="489 779 916 843">Year 3</td><td data-bbox="916 779 1956 843">Saxon Village experience</td></tr> <tr> <td data-bbox="489 843 916 906">Year 4</td><td data-bbox="916 843 1956 906">Saxon village experience, On site royal experience</td></tr> <tr> <td data-bbox="489 906 916 970">Year 5</td><td data-bbox="916 906 1956 970">Animal explorers visit, Swimming</td></tr> <tr> <td data-bbox="489 970 916 1065">Year 6</td><td data-bbox="916 970 1956 1065">Intu University enrichment week, Swimming, Curve Water park, Overnight Sleepover</td></tr> </table>	Reception	Colchester Zoo	Year 1	Fingringhoe Wick, Animal explorers	Year 2	Beth Chatto Gardens, Animal explorers	Year 3	Saxon Village experience	Year 4	Saxon village experience, On site royal experience	Year 5	Animal explorers visit, Swimming	Year 6	Intu University enrichment week, Swimming, Curve Water park, Overnight Sleepover	24,340
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<b>Breakfast Club</b> Food and fruit for all pupils at snack time <b>£18,709</b>	Breakfast club attended by 30-40 children daily. All provided with range of breakfast options including fruit. Children have opportunities for reading, online learning, homework as well as regulation activities. 3 members of staff increased to 4.	£23709														

<p><b>Lead attendance officer</b> in school to work with families on reducing PA and to help improve whole school attendance.</p> <p>Additional, attendance interventions</p> <p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p><b>£19,801</b></p>	<p>Attendance over the year compared to previous. Attendance culture growing as they enter the school.</p> <table border="1"> <thead> <tr> <th>Year</th><th>Attendance</th><th>PA</th></tr> </thead> <tbody> <tr> <td>2024-25</td><td>90.8%</td><td>36.3%</td></tr> <tr> <td>2023-24</td><td>90.1%</td><td>37.9%</td></tr> <tr> <td>2022-23</td><td>90.6%</td><td>39.1%</td></tr> </tbody> </table> <p><b>Current attendance by year group:</b></p>  <table border="1"> <thead> <tr> <th>Year Group</th><th>Attendance (%)</th></tr> </thead> <tbody> <tr> <td>Overall</td><td>90.8%</td></tr> <tr> <td>1</td><td>91.7%</td></tr> <tr> <td>2</td><td>91.4%</td></tr> <tr> <td>3</td><td>90.9%</td></tr> <tr> <td>4</td><td>91.5%</td></tr> <tr> <td>5</td><td>89.8%</td></tr> <tr> <td>6</td><td>89.7%</td></tr> </tbody> </table>	Year	Attendance	PA	2024-25	90.8%	36.3%	2023-24	90.1%	37.9%	2022-23	90.6%	39.1%	Year Group	Attendance (%)	Overall	90.8%	1	91.7%	2	91.4%	3	90.9%	4	91.5%	5	89.8%	6	89.7%	<p>£28277</p>
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<b>Aquinas –</b> Attendance company to work on reducing PA and im-prove whole school attendance,  <b>£6,720</b>	<p>Over the course of the 2024/25 academic year the attendance team at Ravens Academy, supported by Aquinas, has implemented actions for 102 pupils. Of these pupils, 75 (76%) were pupil premium students (PP).</p> <p>PP attendance and persistent absence (PA) rate history -</p> <table border="1" data-bbox="467 314 1275 457"> <thead> <tr> <th>2023/24</th> <th>2024/25</th> <th>2025/26 *up to and including 4/2/26</th> </tr> </thead> <tbody> <tr> <td>89.2% Attendance 41% PA</td> <td>89.9% Attendance 38% PA</td> <td>93.2% Attendance 21% PA</td> </tr> </tbody> </table> <p>Ravens Academy has halved the PA rate when compared with two years ago. While we still have some way to go before the end of the year, the term we usually see a decline in is Autumn. The now entrenched positive narrative around attendance combined with low rates of term time holiday applications at Ravens mean this rate should hold as we move through Spring and Summer terms.</p> <p>Of the PP pupils supported during this academic year the following were issued -</p> <table border="1"> <thead> <tr> <th>Action</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Stage 1 attendance letter</td> <td>75</td> </tr> <tr> <td>stage 2 attendance letter</td> <td>37</td> </tr> <tr> <td>Stage 3 attendance letter</td> <td>17</td> </tr> <tr> <td>Notice to improve</td> <td>12</td> </tr> <tr> <td>PN ISA</td> <td>7</td> </tr> <tr> <td>PN ULA (holiday)</td> <td>14</td> </tr> </tbody> </table> <p>Attendance letters issued are in line with the trust standard attendance process, there have been minor adjustments to ensure we meet the Essex framework for pre-referral legal action. Further to these actions, there were 29 home visits throughout the course of the year to PP families (made by Aquinas). Ravens Academy staff also complete home visits on a regular basis. Ravens has also introduced reward initiatives and made use of a simplified platform for parents to communicate with school (Dojo) which has significantly increased engagement levels between school and parents. Overall the improvement in attendance is significant, we do not usually see increases like this in such short periods of time in schools with similar demographics. Ravens has improved year on year and the change in attendance culture is clear hence the attendance rate being higher than it has ever been (certainly in my six years at</p>	2023/24	2024/25	2025/26 *up to and including 4/2/26	89.2% Attendance 41% PA	89.9% Attendance 38% PA	93.2% Attendance 21% PA	Action	Count	Stage 1 attendance letter	75	stage 2 attendance letter	37	Stage 3 attendance letter	17	Notice to improve	12	PN ISA	7	PN ULA (holiday)	14	3720
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<b>School minibus</b> to target PA/PP students to increase attendance. To reduce cost on transport for trips  <b>£735 x 2 buses =</b> <b>£17,640</b> <b>£4,000 Fuel</b> <b>£ 12,316 staff</b>	Both mini buses are full, collecting 28 children in the mornings.  Minibuses used for Enrichment and swimming lessons to reduce costs overall.  See attendance figures linked in report.	33956												
<b>Attendance prizes rewarded</b> half termly to pupils who have over 95% attendance and most improved attendance. Highest weekly class attendance certificate and trophy presented during assembly. At the end of the year pupils with over 100% attendance will have a	<table border="1"> <thead> <tr> <th>Year</th><th>Attendance</th><th>PA</th></tr> </thead> <tbody> <tr> <td>2024-25</td><td>90.8%</td><td>36.3%</td></tr> <tr> <td>2023-24</td><td>90.1%</td><td>37.9%</td></tr> <tr> <td>2022-23</td><td>90.6%</td><td>39.1%</td></tr> </tbody> </table> Children rewarded for improved attendance, consistent attendance as well as expected attendance.	Year	Attendance	PA	2024-25	90.8%	36.3%	2023-24	90.1%	37.9%	2022-23	90.6%	39.1%	10,000
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special prize of the  
gaming bus and the  
bouncy castle.

**£10,000**

<b>Afterschool Clubs</b>	Positive uptake for all children and Pupil premium children.		<b>£5320 and within new staffing model.</b>
<b>£5,230</b>	Total	PP	
<b>Rough estimate based on termly changes</b>	Art KS2	11	8
	Ballet Y2	8	4
	Board Games	27	10
	Cycling and Maintenance	13	11
	Dungeons and Dragons	20	15
	Football	20	14
	Football KS1	9	7
	Football KS2	23	19
	Football 1-6	40	29
	Karate	22	17
	Pokemon/Anime	12	11
	Recorder	8	6
	Recorder KS2	7	5
	Skateboarding	22	18
	Sports Club KS1	4	2
	Sports club KS2	16	12
	Sports club 1-6	23	15
	Sports skills KS2	11	7
	Storytime	2	2
	Ukelele	8	4
	Ukelele KS2	16	9

<b>Uniform</b>	Children were provided with uniform due to high deprivation factors. All Year 6 provided uniform and uniform bank kept to ensure that children are part of the community.	3000																																				
<b>Training for all staff on behaviour, regulation, Trauma Informed Practice</b>	<p>All staff trained during PD days and Staff training sessions after school. All staff received Trauma informed training.</p> <p>Bar chart showing number of positive behaviour events improvement Spring term compared to summer.</p> <table border="1"> <caption>Summer Term Positive Behaviour Events</caption> <thead> <tr> <th>Category</th> <th>Number of Events</th> </tr> </thead> <tbody> <tr><td>Average</td><td>42</td></tr> <tr><td>1</td><td>27</td></tr> <tr><td>2</td><td>66</td></tr> <tr><td>3</td><td>43</td></tr> <tr><td>4</td><td>33</td></tr> <tr><td>5</td><td>36</td></tr> <tr><td>6</td><td>39</td></tr> <tr><td>R</td><td>48</td></tr> </tbody> </table> <table border="1"> <caption>Spring Term Positive Behaviour Events</caption> <thead> <tr> <th>Category</th> <th>Number of Events</th> </tr> </thead> <tbody> <tr><td>Average</td><td>1171</td></tr> <tr><td>1</td><td>1637</td></tr> <tr><td>2</td><td>777</td></tr> <tr><td>3</td><td>452</td></tr> <tr><td>4</td><td>852</td></tr> <tr><td>5</td><td>2287</td></tr> <tr><td>6</td><td>1196</td></tr> <tr><td>R</td><td>993</td></tr> </tbody> </table>	Category	Number of Events	Average	42	1	27	2	66	3	43	4	33	5	36	6	39	R	48	Category	Number of Events	Average	1171	1	1637	2	777	3	452	4	852	5	2287	6	1196	R	993	17,462.17
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