

Pupil premium strategy statement – Ravensden CE Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025-2026-2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Anna Spyropoulos
Pupil premium lead	Anna Spyropoulos/ Kate Larkworthy
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£20,370

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will continue to prioritise the gap closing that still persist after the disruption of the pandemic and the challenges of the cost- of- living crisis is also presenting. We will continue to use the National Tutoring Programme funding to support the progress of our disadvantaged pupils.

Our response is to be responsive to common challenges and individual needs and to couch all our support/intervention choices in research, with robust diagnostic assessment. It is essential not to make assumptions about the impact of disadvantage on individuals or families, and to ensure appropriate and aspirational targets are set.

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

- Ensure disadvantaged pupils are challenged in the work 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*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that Reading and Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap between pupils with disadvantage and those without attaining ARE or above in writing is significant On entry to Reception class in the last 3 years, between 90% and 95% of our disadvantaged pupils arrive below age-related expectations compared to 20% - 30% of other pupils. This gap remains steady to the end of KS2. Across the school disadvantaged pupils currently have significant barriers in multiple areas. We are introducing using a more nuanced "Vulnerability Index" to provide a more detailed analysis of need, allowing us to target children carefully.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted by the cost of living crisis to a greater extent than for other pupils. These findings are supported by national studies. We also have a larger group of "Just About Managing" families who effectively have similar challenges even though they technically don't fall into the same socioeconomic groups as our disadvantaged pupils do. This has resulting knowledge gaps continue to be significant leading to pupils falling further behind age-related expectations in all subjects, especially in reading and writing which persists throughout their education
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities which prevail due to the current cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment. 62% of pupils are receiving emotional wellbeing monitoring and support from the start of the 2024-2025 academic year We have been able to continue to support children through a playtherapist. These pupils are identified through our Vulnerability Index

	We are also approaching wellbeing differently however and are training staff in Drawing and Talking Therapy. We are also benefitting from a Family Support Worker from January 2025 who will be working directly with our disadvantaged families in receipt of the PPG.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 91.4% compared to non-disadvantaged at 94.7% Of our persistent absentees 61% are disadvantaged

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard in reading and more than 50% in writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustain high attendance Overall absence rate for all pupils being no more than 4% and the gap between disadvantaged and non disadvantaged will close by 1%
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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 (CPD, recruitment and retention)

Budgeted cost: **£11,035**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1, 3, 4
Training for staff on Speech and Language challenges and ensuring access to high quality resources and training Formalising dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2

Embedding principles of good practice set out in the DFE's Improving School Attendance advice	The DFE's advice has been informed by engagement with schools that have significantly reduced levels of absence.	6 2
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Continued use of Read Write Inc, working to ensure fidelity and training for new staff in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils Access to, and training for "Reading Between the Lines" a comprehension and inference intervention	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 Use of specific interventions to ensure all pupils have access to high quality inference support	
Enhancement of our Writing programme by adding the principles of Jane Considine: The Write Stuff to our strong synthetic phonics offer. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD (including Teaching for Mastery training).	Improvement in the teaching of writing, and thus writing outcomes for pupils across all year groups Participating in the Mastery Programme through the Enigma Maths Hub- allowing all staff to increase expertise and their knowledge and understanding of the Mastery approach Use of Magma Maths to support maths development in KS2. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4

Address the barriers to learning of disadvantaged children through high quality professional input for individuals and groups Access to Drawing and Talking Therapy intervention Access to Family Support Worker Improve the quality of social and emotional learning. Social and Emotional Learning approaches will be embedded into routine educational practices	Individual and small group weekly sessions with qualified playtherapist. These sessions to provide support for children to overcome their social and emotional barriers to learning and will feed directly into teaching and learning opportunities. 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): EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)	5
Curriculum quality and cultural capital	Additional opportunities offered without/ reduced charge for PPG pupils (Residentials, music lessons, extra curricular clubs and school trips)	4,5,6

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

Budgeted cost: **£6,350**

Activity	Evidence that supports this approach	Challenge number addressed
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
Providing support for pupils through in class support and tutoring to provide a blend of tuition, mentoring and school- led tutoring for pupils	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 4

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

Budgeted cost: **£5,685**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and wellbeing support for those with continued barriers to learning with our experienced team, through outdoor and adventurous activities	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £23,070

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 2024 to 2025 academic year.

Our internal and external assessments during 2024/25 showed that the performance of disadvantaged pupils was significantly lower than in the previous 2 years in key areas of the curriculum. Cohorts are not directly comparable due to small sizes and the existence of multiple vulnerabilities within those who are in receipt of the PPG. The most significant factor for those in Year 6 was SEND and PPG. In fact, 100% of those receiving PPG also had SEND with 33% also being supported by an EHCP.

Despite closing gaps in some key reportable year groups this summer (Reception and Key Stage 1) there continues to be gaps between PPG recipients and non. Again. this does need to be interpreted with caution advised as the cohort sizes are very small. We will continue to push for the disadvantage gap to be closed aiming for 60% of disadvantaged pupils to be successful this year- 2025-2026 and into the future for our plan. It will be essential to keep our core supporting strands consistent, with adjustments for the specific vulnerabilities of the small cohorts.

Our assessments and observations indicated that pupil wellbeing and mental health continue to show significant impact last year, primarily due to environmental issues. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Write Stuff	Jane Considine

Reading Between the Lines- Teaching Children to Understand Inference	Caroline Gardiner
Magma Maths	Magma Maths

Further information

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Developing our DFE Wellbeing lead role. The training we selected focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate as we know that this shifts cultural capital profoundly.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.