

Ravensdale Junior School pupil premium statement

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	354
Proportion (%) of pupil premium eligible pupils	32.7% (116)
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)	24-25 25-26 26-27
Date this statement was published	December 2024
Date on which it will be reviewed	Termly as needed until July 2027
Statement authorised by	Mrs Kim Bayliss
Pupil premium lead	Mrs Gemma Wright
Governor / Trustee lead	Natasha Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,746.67
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£156.746.67

Part A: Pupil premium strategy plan

Statement of intent

Ravensdale Junior School

We are KIND, we strive to be inclusive, ambitious, and proud of everything we do.

At Ravensdale Junior School, we are committed to creating a vibrant and nurturing environment where every child can thrive. Guided by our vision, *We are KIND*, we strive to be inclusive, ambitious, and proud of everything we do. Our goal is to ensure that every student leaves Ravensdale ready, respectful, and confident, prepared to face the future with enthusiasm.

Our core values, developed in collaboration with our pupils, staff, and wider community, are at the heart of everything we do:

Knowledgeable: We foster a love for learning, encouraging our students to explore, inquire, and grow into well-informed, curious individuals.

Inclusive: We celebrate diversity, ensuring that every child feels valued, respected, and included, regardless of their background or abilities.

Never Giving Up (Ambitious): We instil resilience and determination in our students, empowering them to set high goals and work persistently towards achieving them.

Daring: We inspire our students to be bold and creative thinkers, encouraging them to take risks in their learning and to embrace challenges as opportunities.

Our School's Context

Ravensdale School serves a diverse and vibrant community, reflected in our pupil demographics and needs. With 51.4% of our students being boys and 57.4% from minority ethnic backgrounds—significantly above the national average of 37.4%—our school offers a rich cultural environment. Additionally, 20.7% of our students speak English as an additional language, creating unique linguistic needs and opportunities for inclusive learning.

Our school is proud to have high retention rates, with 90.3% of pupils staying through Key Stage 2, well above other trust schools. Notably, we have 'bucked' the national trend, maintaining steady enrolment in a climate where the national birth rate is decreasing.

A considerable percentage of our pupils, 21.6%, require SEND support, surpassing the national average of 17.1%. This highlights the necessity for resources, support, and tailored interventions to meet diverse learning needs.

31% of the pupils premium pupils are also SEND (including 2 on an EHCP)

Although Ravensdale is located in an affluent suburb, we are seeing shifts in our student population's socioeconomic profile. Currently, 31% of our students are eligible for free school meals, exceeding the national average. This marks a significant change for us, as more families face financial pressures and, in some cases, social and economic deprivation.

Finally, while our school's overall absence rate aligns with the national average, our persistent absence rate is notably below average. This indicates that we have been successful in promoting consistent attendance, though continued efforts are essential to maintain and improve this trend.

In light of these factors, our pupil premium strategy is designed to address the challenges our students face while capitalizing on our strengths. Our goals include enhancing academic support, fostering an inclusive and culturally responsive environment, and providing robust interventions to support pupils facing economic and social disadvantages. This strategy aligns with our commitment to ensuring every child thrives and reaches their full potential.

At Ravensdale Junior School, we look to the future with confidence, knowing that our rich history and solid foundation will continue to guide us as we strive to make our school an even better place for the generations to come.

Our commitment to ALL pupils, inclusive of those eligible for PP are in line with our School development plan objectives and can be summarised in our statements below.

Quality of education (teaching and learning)

- High quality teaching and learning that narrows the gap between PP and all
- Implementation of the revised teaching and learning plan leading to high quality teaching and learning for all

Quality of education (inclusion)

- Inclusivity in teaching and learning – adaptations made that are fit for purpose and show pupils are included (31% off PP are SEND)
- Commitment to making / allowing all pupils to feel included.

Leadership and management

- Distribution of responsibility – ensuring staff are planning for and tracking progress of PP pupils, leading to appropriate and matched learning, ultimately showing progress for these pupils in line with their expectations.

Behaviour and attitudes

- To develop and embed a culture of consistent high expectations for all across school
- To use pastoral support team to enhance and support pupils social, emotional needs
- To track pupils attendance and remove barriers – leading to higher attendance.

Challenges

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

Challenge number	Detail of challenge
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1	<p><u>Language development communication and EAL</u></p> <p>24% of our pupil premium pupils are also EAL</p> <p>We have a changing context in our cohorts with a greater number of new to English direct entry pupils.</p> <p>We have observed a number of pupils who need additional English language development such as phonics catch up and basic written handwriting skills as well as transcription throughout the school. This has an impact on pupil's abilities to access some of the school curricular offer – therefore staff are adapting to these changing needs.</p> <p>64% of our pupil premium children achieved an expected standard or above at the end of Key Stage 2 results in Reading with 37% below.</p> <p>70% of our pupil premium children achieved an expected standard or above at the end of Key Stage 2 results in Writing with 30% below.</p> <p>70% of our pupil premium children achieved an expected standard or above at the end of Key Stage 2 results in SPaG with 30% below.</p>
2	<p><u>Attainment</u></p> <p>Combined data from 2023-24 shows there is a significant difference in the attainment of PP pupils in comparison to those who are not PP. There is an in-school gap. This gap is greater in writing than in reading and maths in most year groups. With our current year 6 cohort having a notable gap in combined attainment between PP and non-PP. Another notable trend is that the gap is narrower for maths in all year groups.</p> <p>Additionally, 31% of PP are also on our SEND register this is inclusive of 2 pupils with an EHCP. This presents challenges for attainment as many of these pupils enter the junior school with below expected levels in read, write and maths.</p>
3	<p><u>Attendance</u></p> <p>Attendance of PP pupils</p> <p>Based on 2023/2024 attendance data our pupil premium pupils were 3.4% lower than non-PP and 2.3 % below all. They are 3.7% below national which was 95.4 for academic year 23/24. Continuation to engage parents in emphasising the need to bring their pupils to school – especially those pupils who have PA (where for academic year 24 – 25 there are only 2 pp pupils with notable PA.</p>
4	<p><u>Pastoral</u></p> <p>There is a changing dynamic and need in the cohorts and families we support at Ravensdale. The profile of the pupils is changing as we draw more pupils from inner city derby significantly outside of the Mickleover catchment area. 31% of pupils are eligible for FSM equating to nearly 1/3 of the school community. There are more pupils arriving at school hungry – these are not pupils who access the school breakfast club. Many of our families are financially struggling and heavily rely on additional support from school. A number of pupils have regular support groups and access to daily pastoral, social and emotional support from staff members.</p> <p>Notably PP mobility is less than that of non-pupil premium and is therefore more stable- All pupils: 92.4% stability, 95.8% PP 90.6% Non-PP</p>
5	<p><u>Wider opportunities</u></p> <p>Historically only a small number of our PP pupils have accessed additional extra-curricular clubs, especially those after school. This is possible due to the availability and</p>

access in terms of times of the day. Some of our activities are subsidised and there has been a noted trend that less PP pupils attend in school competitions e.g those that represent the school. This is a focus for the year to widen those experiences to pupils and ensure more are having the opportunities in collaboration with the sports offer.

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
<p><i>1.Improvement in attainment and progress for PP pupils (and others) through targeted support and quality first teaching.</i></p> <p><i>Supporting the language development of EAL pupils and those direct entry.</i></p>	<ul style="list-style-type: none"> -Use of Little Wandle in yr3 to support with phonic knowledge – used as targeted support for other pupils. -promotion of reading through competitions and events as well as daily reading and promotion of this working with parents -identification of EAL pupils using programmes such as lucid rapid and EAL hub to provide targets and support for specific pupils. - developed teaching and learning handbook is implemented and high-quality teaching is observable using the learning stages for all pupils. - % in attainment for read and write has improved and the gap between pp and non pp has closed. - High quality delivery of vocabulary through the curriculum – exposure to a variety of text through shared reading and English teaching.
<p><i>2.Closing the attainment gap between PP pupils and non-PP so they are broadly in line with their peers</i></p> <p><i>Increasing the % of PP achieving the expected standard in reading, writing and maths</i></p>	<ul style="list-style-type: none"> -Outcomes will have improved. - There is a significant difference in the gap between PP and Non-PP in all year groups, meaning this has narrowed in read write maths and combined. - Writing outcome for attainment have improved for all PP pupils with a greater % achieving the expected level. - the use of power maths has an impact on narrowing the gap - developed teaching and learning handbook is implemented and high-quality teaching is observable using the learning stages for all pupils. - % in attainment for read and write has improved and the gap between pp and non pp has closed. - trial and implement the 'learn by question tools.'
<p><i>3. Promote and improve the attendance of PP pupils to bring this broadly in line with school and national</i></p>	<p>The expectation for high attendance is sustained by..</p> <ul style="list-style-type: none"> - Reduction in PA for all pupils notably PP (2 specific pupils) – below national average. -Attendance figures are broadly in line with national / school averages. - Immediate action is taken when PP pupils are absent (phone calls, referrals, contact relevant professionals etc) targeted and supportive action for the family. -
<p><i>4. Highly effective pastoral support by all staff. Pupils and parents have access to the wider life of the school and curriculum and feel supported and part of the community.</i></p>	<ul style="list-style-type: none"> - promotion of new visions and values – this is embedded throughout - use of the Luven scale to show wellbeing and involvement – intervention and use of the new culture and behaviour strategy will support an improvement in pupils' mental health and wellbeing. - inclusive culture for all in collaboration with SEND provision - Pastoral support and lead safeguarding staff have excellent relationships with our vulnerable families and provide support, such as uniform, breakfast, as well as emotional and literal support (e.g supporting completing paperwork)

	<ul style="list-style-type: none"> - positive behaviour for learning is observed throughout school - pupils make positive choice and are supportive and kind (staff promoting the behaviour strategies from the restorative strategies in the plan)
<p><i>5. Increase in the % of PP and disadvantaged pupils participating in wider opportunities.</i></p> <p><i>Increasing and broadening pupils' aspirations through an broad and balanced curriculum (inclusive of visits and visitors)</i></p>	<ul style="list-style-type: none"> - PP pupils offered and included in all external and internal competitions across the school year – this is tracked and feedback taken from staff leading the activity. - pupils opinion gathered about the experiences - enterprise activities taking place to promote budgeting, teamwork and collaboration with others - internal visitors and curriculum trips use to broaden experiences in line with the planned curriculum offer. These are partially subsidised for PP pupils. - wider opportunities for music education across year 4. - after school clubs are available for the whole school, some are paid and some free to accommodate all children / partners. - wider opportunities for music are available for the whole school. These are partially subsidised for the PP pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £81,512.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is a priority and supports our school development plan. CPD is provided to ensure staff are up to date and using researched and effective practices in the classroom.</p> <p>CPD across the year.</p> <ul style="list-style-type: none"> ▪ Teaching and learning handbooks and learning cycle ▪ Communication and reading. ▪ Use of letter join promotion of expectations for pupils handwriting ▪ Widget use to support all pupils inclusive of SEND ▪ Training on de escalation 	<p>Supporting the attainment gap of disadvantaged pupils identifies and exemplifies as well as stressing the importance of high quality first teaching. This is particularly important for those disadvantage pupils in education settings. This includes setting expectations, monitoring performance, tailoring teaching and support to meet pupils needs and sharing best practice.</p> <p>Sutton trust Improving the impact of teachers on pupil achievement in the UK – interim findings - The Sutton Trust</p> <p>States that the effects on high quality teaching are especially significant for pupils from disadvantaged backgrounds, for poor pupils the difference between a good teacher and a bad teacher is a whole years learning.</p>	1 2

<ul style="list-style-type: none"> ▪ Use of restorative behaviour management system training received. ▪ External training and support from relevant sources inclusive of associate and trust heads ▪ Learn by question tools ▪ Proprioception training 		
<p>Use of power maths to support the mastery approach</p> <ul style="list-style-type: none"> ▪ Continued use of power maths ▪ Support of this from maths lead and trust associate head ▪ CPD provided as needed 	<p>EEf mastery maths According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Leading to 5 month + progress</p>	1 2
<p>Reading and language development is still a focus across school. Considering communication and language.</p> <ul style="list-style-type: none"> ▪ Little Wandle training and implementation – Phonics. ▪ Shared reading forms part of every school day. ▪ Reading for pleasure encouraged and planned in for pupils. ▪ Creation of larger shared reading spaces ▪ Communication teaching strategies as part of new teaching and learning handbooks / Cycle. 	<p>EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Choosing a phonics programme By ensuring high quality phonics teaching and improving literacy levels, the government wants to: give all children a solid base on which to build as they progress through school help them develop the habit of reading both widely and often, for both pleasure and information</p> <p>Reading independently and for pleasure</p> <p>Research on the benefits of pupils’ reading for pleasure is extensive. This research indicates a positive correlation between pupils’ engagement with reading and their attainment in reading, motivation to read and their self-confidence in reading. Research also suggests a link between pupils choosing to read and improved general knowledge; a wider vocabulary and better language development; and improved attainment and more positive attitudes to writing</p>	1 2
<p>Reading for pleasure supports learners to become confident fluent readers.</p> <ul style="list-style-type: none"> ▪ Continuation of reading cpd training for staff ▪ Reading assembly every week – exploring different texts and genres ▪ Staff targetting those pupils who read less at home (focus/ awareness on PP) ▪ High quality texts as part of the teaching of reading – modelling reading choice. ▪ Modelling or reading by teachers to pupils. 	<p>DFE reading framework 2023 DFE states ‘Reading enjoyment has been reported as more important for children’s education success than their family’s socio- economic status’</p>	1 2 5
<p>Recruitment and training of ECTs</p> <ul style="list-style-type: none"> ▪ Promotion of early career teachers. ▪ Engaging in the programmes of support 	<p>Independent review of teachers development</p> <p>The most effective schools used innovative ways of providing all staff with high-quality teacher development. These schools had invested in long-term strategic planning, which meant that they were providing staff with a coherent programme of development. This allowed them to provide teachers with a menu of development opportunities, both formal</p>	1 2

<ul style="list-style-type: none"> ▪ <i>Accessing and directing support – e.g visiting different provisions and schools</i> ▪ <i>Using skills and knowledge in house to support development of ECTs.</i> ▪ <i>Training provided for mentors and inductor tutor to ensure high quality training leading to high quality ECTs</i> 	<p>and informal, which was balanced between building pedagogical and subject knowledge.</p>	
<p>Use of technology – iPads to support teaching and learning</p> <ul style="list-style-type: none"> ▪ <i>Access to 1-1 iPads for yrs 4-6.</i> ▪ <i>1 set for yr3 pupils</i> ▪ <i>Access to Showbie for pupils</i> ▪ <i>Other apps such as TT rockstars, epic reading and class dojo</i> <p>Use of effective educational apps to support teaching and learning. Inclusive of one to one and small group support using these apps – e.g</p> <ul style="list-style-type: none"> • <i>TT rockstars</i> • <i>Spelling support</i> • <i>Epic reading</i> 	<p>The EDT have conducted research into the use of technology and the impact on disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>According to research by the Education Policy Institute, disadvantaged pupils in England are almost 19 months behind their more affluent peers by the time they finish their GCSEs. The research found that in 2019, just 28.4% of disadvantaged pupils achieved a grade 5 or above in English and maths GCSEs, compared to 55.9% of non-disadvantaged pupils</p>	<p>1 2 4 5</p>
<p>Review of marking and feedback linking into the new teaching and learning handbook.</p> <ul style="list-style-type: none"> ▪ <i>Training on the most effective ways to use feedback for progression for pupils and reduction of workload for staff.</i> ▪ <i>Targeted feedback strategies for pupils</i> 	<p>Teacher Feedback to Improve Pupil Learning EEF All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p>	<p>123</p>

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

Budgeted cost: 42,862.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group support for specific pupils. (SEMH and academic)</p> <ul style="list-style-type: none"> ▪ <i>Careful consideration of Allocation of support staff (TA)</i> 	<p>EEF toolkit guidance Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are</p>	<p>1 2 4</p>

<ul style="list-style-type: none"> ▪ <i>Specific writing support for target pupils</i> ▪ <i>Specific maths support groups</i> ▪ <i>Social emotional groups</i> ▪ <i>Physical literacy</i> ▪ <i>Weekly Sensory circuits</i> ▪ <i>Little Wandle Phonics</i> ▪ <i>Small group and 1-1 phonics targeted support</i> ▪ <i>In class one to one / small group teacher support</i> ▪ Proprioception for specific pupils as needed to support need. <ul style="list-style-type: none"> - <i>Training for staff</i> - <i>Use of strategies for specified pupils</i> 	<p>based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>What are the benefits of Sensory Circuits?</p> <p>The primary benefit of sensory circuits is to focus concentration in readiness for learning and the day ahead, however Sensory Surroundings Ltd say they can be other long-term benefits including:</p> <p>Development of motor skills, reducing anxiety, improving co-ordination and balance, Improving behaviour</p> <p>Sensory strategies in the classroom teach wire We have seven sensory systems: visual – sight; auditory – hearing; olfactory – smell; gustatory – taste; tactile – touch; proprioception – body awareness; and vestibular – balance. They all play a part in effective learning. To be able to learn and coordinate our movements, we need our nervous system to process all the information coming through these systems, as well as from our environment. We can then make sense of the information, and use it purposefully in meaningful activities.</p> <p>Consideration of allocation of additional staff for effective small group support – with teaching staff aware of PP pupils, their data and needs and using additional support, interventions, and apps to plug pupils academic gaps.</p>	
<p>Continued training for little Wandle to ensure small group support</p>	<p>EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1 2</p>
<p>Use of pastoral and TA staff to support pupils social and emotional needs through school</p> <ul style="list-style-type: none"> ▪ <i>Strategies include Lego therapy, social stories as well as others</i> ▪ <i>Pastoral team of two provide support for all, with an awareness of PP pupils and wider support for disadvantaged families</i> 	<p>High quality pastoral care is not an optional extra. It is a fundamental to success. As with academic learning it is important that assessment, not assumption, drives any strategic and operational approaches and that practices are high quality, rooted in evidence.</p> <p>Personal development and pastoral care should never be an afterthought.</p> <p>Teachers and other staff should have a shared understanding of the components of inclusive quality first teaching, specific to their subject and phase. Unity research school 2023</p>	<p>3 4 5</p>
<p>Support for those pupils direct entry and EAL with language development and understanding</p> <ul style="list-style-type: none"> ▪ <i>Reading support</i> ▪ <i>Use of digital technology ipads for translation</i> ▪ <i>Use of 1-1 small group activities</i> ▪ <i>Adapted learning linked to QFT strategies</i> ▪ <i>Use of bell foundation</i> 	<p>One to one tuition and support involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas EEF research</p> <p>Bell foundation states to provide support strategies tailored to individual needs and use the proficiency levels to support individual pupils progress.</p>	<p>1 4 5</p>
<p>Inclusion strategies and programmes effectively used to support learners and</p>	<p>EEF guide to PP - The EEF, in their Guide to the Pupil Premium, makes a point that the first step in a school's Pupil</p>	<p>1 2</p>

<p>given specific smaller steps for progress</p> <p>Training CPD for staff on the strategies and followed up by SENCO as part of inclusion team.</p> <ul style="list-style-type: none"> ▪ R2i ▪ B squared ▪ Bell foundation fluency level 	<p>Premium strategy is to diagnose students' actual needs. Where exactly does this gap exist? What is the cause? What evidence supports this? This then should guide implementation of strategies that can benefit all students who need them.</p> <p>Using these assessment tools and programmes will support our disadvantaged pupils who are also SEND and EAL learners.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 32,372.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of specific roles in school to support the social and emotional wellbeing of pupils and families.</p> <ul style="list-style-type: none"> ▪ Pastoral support and attendance lead ▪ Lead DSL, family and pastoral support ▪ Use of Leuven scale ▪ Parents pinpointed to additional and wider external support as necessary. ▪ Enrichment activities for parents – open events – opportunities to visit pupils in class and school 	<p>Building community and inclusions eef 2024</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p>	<p>3 4 5</p>
<p>Wider opportunities to promote aspirations and activities for pupils.</p> <ul style="list-style-type: none"> ▪ Tracking engagement and participation for extra curricula ▪ Tracking participation of pupils for residential and competitions – specific focus of PE leads on inclusion of PP pupils ▪ Additional curricular visits, opportunities and experiences ▪ Opportunities to be part of school leadership roles – class councillors, student buddies, curriculum ambassadors. ▪ Music hub – all year 4 pupils access to weekly music lesson to play instruments ▪ Yr4 pupils swimming pool ▪ Catch up for yr6 pupils for swimming 25m offer ▪ Enrichment days and external trips – subsidised for PP pupils. 	<p>School leaders should be intentional about disadvantaged learners being included in student leadership opportunities and playing prominent roles representing school in sports, music, community work. Positive experiences at school lead to motivation and belonging. Unity research school 2023</p>	<p>1 2 3 4 5</p>

<p>Wider training and opportunities for staff development related to behaviour and relationships</p> <ul style="list-style-type: none"> • <i>Pete Benyon external CPD for staff</i> • <i>Lunchtime staff training – relational</i> 	<p>Children are unable to learn if they are dysregulated. Additional training in place for the teaching and support staff, so that additional strategies can be put in to place.</p>	<p>3 4 5</p>
<p>Sustained and clear approaches to maintaining and raising attendance.</p> <ul style="list-style-type: none"> ▪ <i>Employment of pastoral and attendance staff member</i> ▪ <i>Team approach to attendance - inclusion team meets</i> ▪ <i>Support from EWO as needed</i> ▪ <i>Building effective and sustained relationships with parents of PP and PA pupils, encouraging attendance and removing barriers for pupils and families.</i> 	<p>Building community and inclusions eef 2024 An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>A meta-analysis of 51 studies about school belonging concluded that, above peer and parental influences, teacher support has the strongest correlation with a pupil’s sense of belonging. Effective school-pupil relationships which prioritise caring relationships and friendliness can also provide greater insight into individual motivators and barriers to attendance. Improving school attendacne by fostering a sense of belonging EDT 2024</p>	<p>3 4 5</p>
<p>Embedding new school Ethos, vision and values, promoting kind citizens and a sense of belonging.</p> <ul style="list-style-type: none"> ▪ <i>Regular referral by teachers and staff</i> ▪ <i>Referenced in behaviour policy and staff handbook</i> ▪ <i>Pupils understanding and learning of school song</i> 	<p>A meta-analysis of 51 studies about school belonging concluded that, above peer and parental influences, teacher support has the strongest correlation with a pupil’s sense of belonging. Effective school-pupil relationships which prioritise caring relationships and friendliness can also provide greater insight into individual motivators and barriers to attendance. Improving school attendacne by fostering a sense of belonging EDT 2024</p>	<p>3 4 5</p>
<p>Promoting parental engagement to continue the sense of a school community and belonging.</p> <ul style="list-style-type: none"> ▪ <i>Parents pinpointed to additional and wider external support as necessary.</i> ▪ <i>Enrichment activities for parents – open events – opportunities to visit pupils in class and school</i> 	<p>Parents matters research- John Hattie’s seminal 2008 study, Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement found that “the effect of parental engagement over a student’s school career is equivalent to adding two or three years to that student’s education”.</p>	<p>3</p>

Total budgeted cost: £ 156.746.67

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

2023-24 Review

Data Analysis

		Reading		Writing		Maths		Combined	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 3	All Pupils	71%	25%	56%	1%	66%	16%	47%	1%
	Boys	63%	29%	45%	0%	61%	18%	42%	0%
	Girls	78%	22%	65%	2%	69%	14%	51%	2%
	Pupil Premium	60%	8%	40%	0%	60%	4%	36%	0%
	Not Pupil Premium	76%	32%	63%	2%	68%	21%	52%	2%
	Pupils with SEND	23%	15%	8%	0%	23%	0%	8%	0%
	EAL	80%	25%	60%	0%	75%	30%	50%	0%

		Reading		Writing		Maths		Combined	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 4	All Pupils	70%	28%	53%	9%	75%	34%	54%	5%
	Boys	75%	27%	49%	8%	76%	39%	50%	4%
	Girls	63%	29%	58%	11%	74%	26%	59%	5%
	Pupil Premium	56%	9%	34%	3%	63%	16%	35%	0%
	Not Pupil Premium	77%	39%	63%	12%	82%	44%	65%	7%
	Pupils with SEND	29%	0%	14%	0%	38%	5%	17%	0%
	EAL	75%	44%	56%	6%	81%	50%	60%	7%

		Reading		Writing		Maths		Combined	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 5	All Pupils	79%	28%	56%	5%	76%	25%	54%	2%
	Boys	64%	21%	38%	5%	67%	33%	38%	2%
	Girls	93%	33%	73%	4%	84%	18%	69%	2%
	Pupil Premium	67%	6%	28%	6%	72%	6%	28%	0%
	Not Pupil Premium	83%	33%	64%	4%	77%	30%	61%	3%
	Pupils with SEND	23%	8%	15%	0%	23%	8%	15%	0%
	EAL	65%	29%	41%	0%	76%	29%	41%	0%

		Reading		Writing		Maths		Combined	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 6	All Pupils	64%	24%	64%	6%	72%	22%	58%	4%
	Boys	62%	26%	60%	8%	72%	24%	54%	6%
	Girls	67%	21%	69%	3%	72%	21%	64%	3%
	Pupil Premium	63%	27%	70%	3%	67%	20%	60%	3%
	Not Pupil Premium	64%	22%	61%	7%	75%	24%	58%	5%
	Pupils with SEND	45%	10%	31%	0%	48%	7%	31%	0%
	EAL	65%	25%	65%	5%	85%	30%	55%	5%

There continues to be significant gaps in all age groups, but this varies for subject and year group. In year 5 with maths and year 6 in writing the PP children were close to meeting the target of 75% expected or above for attainment. However, the impact of periods of lockdown continues to be felt with gaps in learning. Year groups are aware of the gaps and are focused on this group of children when planning and supporting. Learning from the year 6 cohort has been implemented into the other year groups to support in closing the gap between PP and non-PP as the gap narrowed in this year group. The Year 6 Pupil Premium children outperformed their peers in writing and combined.

Progress - % of PP children making expected or above average progress from KS1 to Summer 24 in reading and maths

	Maths	Reading
Year 3	88%	92%
Year 4	97%	93%
Year 5	95%	94%
Year 6	62%	60%

Year 6 did SATS tests in the summer term and not the NTS tests.

Children are making good progress with reading demonstrating that teaching strategies are working well, Years 3 to 5 have all exceeded the target of 90% expected or above average progress. However, further work is needed to attain our long-term target of 90%

The format of the maths lesson was altered, and we are now embedding a clear mastery approach, with a strong emphasis on the retention of facts and strategies. Pre-teach groups have also continued to allow PP children to embed new learning. Years 4 and 5 have exceeded the 90% progress and learning from these year groups is being implemented into the other two-year groups. Year 3 PP children are 2% away from meeting the 90% target.

Attendance for the Year 2023-24

Pupil Premium 91.7% Whole school 94%

The attendance officer monitors all attendance closely with home visits made for any child who is absent without a reason. Whole school attendance has stayed on track from the previous academic year at 94%.

Having analysed PA, there is no single reason, and an individual approach is often needed when working with families.

Compared to last year PP attendance has decreased by 0.7%.

Parental Engagement

- 85% of all parents are signed up to Class Dojo. The percentage of PP parents is currently not known.
- 82% of PP parents attended the Autumn Parents' consultation meetings, compared to 92% of all parents. All parents who had not booked a place were followed up.
- 80% of PP parents attended the Spring parents' consultation meetings, compared to 91% of all parents. All parents who had not booked a place were followed up.
- **Enrichment Activities**
- A wide variety of subsidised enrichment activities took place over the year, such as a year 5 visit to the Space Centre, Year 6 to Beaumanor Hall and Year 4 having the Animal people in school.
- Year 3 Residential (June 24): 26.9% of PP children attended
- Year 4 Residential (March 24): 36.4% of PP children attended
- Year 5 Residential (Sept 23): 11.4% of PP children attended
- Year 6 Residential (June 24): 26.7% of PP children attended

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p></p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.