

Ravensdale Junior School Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------|
| School name | Ravensdale Junior School |
| Number of pupils in school | 363 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | Termly and then July 2024 |
| Statement authorised by | Zoe Cannon |
| Pupil premium lead | Sarah Hayford |
| Governor / Trustee lead | Jill Wilkinson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £134,345 |
| Recovery premium funding allocation this academic year | £29,617 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £163,962 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium children will achieve best at secondary school, if they can start there attaining at least the 'expected' level in reading, writing and maths. It is our intent that we enable pupils to make at least expected progress from KS1 data and achieve the expected attainment wherever possible.

To support this, we will focus on the quality of the curriculum and of teaching, pupil attendance, parent engagement and wider experiences or 'cultural capital' which very much support curriculum areas such as reading.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Progress and attainment in reading, writing and maths |
| 2 | Gaps in learning created by periods of home learning. |
| 3 | Engaging parents in learning (eg reading at home) |
| 4 | Attendance |
| 5 | Limited experiences and vocabulary. |

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 |
|---|--|
| PP children will make good progress and attainment in reading, writing and maths. | 90% of PP children will make expected or accelerated progress from KS1 SATs results or NTS baseline scores in the absence of this data. At least 75% of PP children will achieve the expected standard in reading, writing and maths (not combined, but year group data). |
| Attendance of PP children will improve. | Attendance of PP children will be at least 95%. |

| | |
|---|---|
| | |
| New for 22-23. PP children are supported to improve their behaviour at unstructured times. | Behaviour incidents of PP children will be in line with non-PP children. |
| At least 80% of PP parents will show engagement in their child's learning. | Parents will support home learning, engage with Class Dojo and attend meetings such as IEP reviews and parents' evenings. |
| PP children will have wide variety of enrichment experiences which will support their progress in the curriculum. | The request for residential places, after school clubs and music tuition is the same percentage for PP as for none PP children. Each year group will have a visit or a visitor each half term. The enrichment will support progress in other areas of the curriculum such as writing and support character development. |

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: £ 4,058

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Year 3 staff receive training in phonics delivery. (Completed) | EEF cites +6 months progress when delivered well. £2,000 | 1 and 2 |
| Structured CPD around elements of QFT over the year such as modelling, scaffolding and adaptation. | There have been multiple studies showing that the quality of teaching has a significant impact on pupil progress. £4,058 | 1 |
| Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills. | (Report by DfE on Sounds-Write) Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact. 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate | 2 |

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

Budgeted cost: £ 94,806

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To address specific gaps in pupils' learning in reading and maths through using the SHINE system | EEF toolkit cites 4 months progress for small group work. £640 (Ended in academic year 22/23) | 2 |
| 1-1 or 1-3 support to address gaps (tutoring budget) | EEF toolkit cites +6 months progress for 1-1 tuition. (Ended in academic year 22/23) | 2 |
| Specific interventions run by TAs, both SEMH and academic. Feedback given by TAs. | EEF cites +4 months progress generally EEF cites +6 months progress for reading comprehension strategies EEF cites +6 months for effective feedback which is often delivered by TAs £86,800 | 1 and 2 |
| Increase Leadership capacity to strengthen QFT across the school | NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschools-guide-to-implementation/EEF-ImplementationRecommendations-Poster.pdf £8,006 | 1 |

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

Budgeted cost: £ 65,005

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Focused support from our family support worker regarding attendance. | Pupils who have good attendance have been shown to achieve higher levels of achievement in multiple studies. <i>(Monitoring: Pupil attendance figures. Case studies of improvements)</i> £13,120 – 50% | 4 and 3 |
| Focused support from our safeguarding manager – the majority of our pupils at CHIN and CP are pupil premium. | EEF cites social and emotional support +4 <i>(Monitoring - PP attendance figures and academic progress)</i> £19,223 – 50% | 5 and 3 |
| Funded places at breakfast club | School evidence that this promotes and calm start to the day with good nutrition. <i>(Monitoring: PP attendance at breakfast club and pupil voice about provision)</i> £8,600 | 5 |
| Funded pencil cases in school. | Ensures consistency in provision for all pupils. Reduces any wasted learning time accessing resources. <i>(Monitoring – pupil voice)</i> £1,500 | 5 |
| Subsidised instrument tuition. | EEF cites +3 months progress for arts participation <i>(Monitoring – participation and academic achievement)</i> £750 | 5 |
| All PP children offered a free monthly story magazine | Multiple studies showing children who read for pleasure, have stronger academic attainment. £312.00 | 1 |
| Subsidised day and residential visits. | To provide a breadth of life experiences <i>(Monitoring - % participation, pupil voice)</i> £2,500 | 5 |
| One coach visit a year fully funded for each | £3,600 | |

| | | |
|--|--|-------|
| year group (£10 per child) | | |
| Parental engagement: Marvellous Me Class Dojo | EEF cites +4 months progress when this is done well. <i>(Monitoring: % of parents engaging with Marvellous Me Class Dojo and parents evenings)</i> | 3 |
| Social support at lunchtimes through TAs and Teachers | School data showing when this in place, it significantly reduces behaviour issues at lunchtime. £7.400 | 2 |
| Extra and above support for PP | Targeted support for children £8,000 | 1,2,4 |

Total budgeted cost: £ £163,962

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 2022-23 academic year.

2022-23 Review

Data Analysis

| | | Reading | | Writing | | Maths | | Combined | |
|--------|-------------------|---------|-----|---------|-----|-------|-----|----------|-----|
| | | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS |
| Year 3 | All Pupils | 69% | 30% | 56% | 12% | 76% | 32% | 47% | 8% |
| | Boys | 66% | 21% | 53% | 12% | 83% | 35% | 49% | 8% |
| | Girls | 73% | 39% | 59% | 12% | 68% | 28% | 44% | 7% |
| | Pupil Premium | 60% | 13% | 33% | 7% | 50% | 10% | 23% | 3% |
| | Not Pupil Premium | 74% | 38% | 67% | 15% | 90% | 43% | 58% | 10% |
| | SEND | 45% | 10% | 25% | 0% | 35% | 5% | 20% | 0% |
| | EAL | 71% | 29% | 60% | 20% | 100% | 43% | 47% | 20% |

| | | | | | | | | | |
|--------|-------------------|-----|-----|-----|----|-----|-----|-----|----|
| Year 4 | All Pupils | 79% | 29% | 51% | 6% | 83% | 25% | 48% | 4% |
| | Boys | 71% | 27% | 39% | 5% | 78% | 32% | 37% | 5% |
| | Girls | 85% | 31% | 60% | 6% | 88% | 19% | 58% | 4% |
| | Pupil Premium | 60% | 10% | 25% | 5% | 60% | 5% | 20% | 0% |
| | Not Pupil Premium | 84% | 35% | 58% | 6% | 90% | 30% | 57% | 6% |
| | SEND | 38% | 23% | 23% | 0% | 54% | 15% | 23% | 0% |
| | EAL | 60% | 27% | 27% | 0% | 80% | 40% | 27% | 0% |

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|--------|-------------------|-----|-----|-----|----|-----|-----|-----|----|
| Year 5 | All Pupils | 70% | 34% | 56% | 3% | 76% | 25% | 54% | 3% |
| | Boys | 69% | 37% | 48% | 6% | 75% | 27% | 47% | 6% |
| | Girls | 73% | 30% | 66% | 0% | 79% | 21% | 63% | 0% |
| | Pupil Premium | 72% | 31% | 57% | 3% | 70% | 20% | 53% | 3% |
| | Not Pupil Premium | 69% | 36% | 55% | 3% | 80% | 27% | 54% | 3% |
| | SEND | 46% | 18% | 21% | 0% | 59% | 17% | 21% | 0% |
| | EAL | 67% | 19% | 45% | 0% | 71% | 24% | 38% | 0% |

| | | | | | | | | | |
|--------|-------------------|-----|-----|-----|----|-----|-----|-----|----|
| Year 6 | All Pupils | 68% | 18% | 58% | 3% | 83% | 19% | 48% | 1% |
| | Boys | 73% | 23% | 52% | 2% | 86% | 23% | 48% | 2% |
| | Girls | 63% | 13% | 63% | 4% | 81% | 15% | 48% | 0% |
| | Pupil Premium | 54% | 8% | 46% | 4% | 69% | 8% | 35% | 0% |
| | Not Pupil Premium | 73% | 21% | 63% | 3% | 89% | 23% | 53% | 1% |
| | SEND | 57% | 13% | 26% | 0% | 65% | 4% | 26% | 0% |
| | EAL | 73% | 21% | 61% | 3% | 94% | 27% | 55% | 3% |

There continue to be significant gaps in all age groups, but this varies for subject and year group. 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.

In Year 5, the gap has narrowed from 8% the previous year to 3% this academic year.

Progress - % of PP children making expected or above average progress from Autumn 22 to Summer 23 in NTS tests in reading and maths

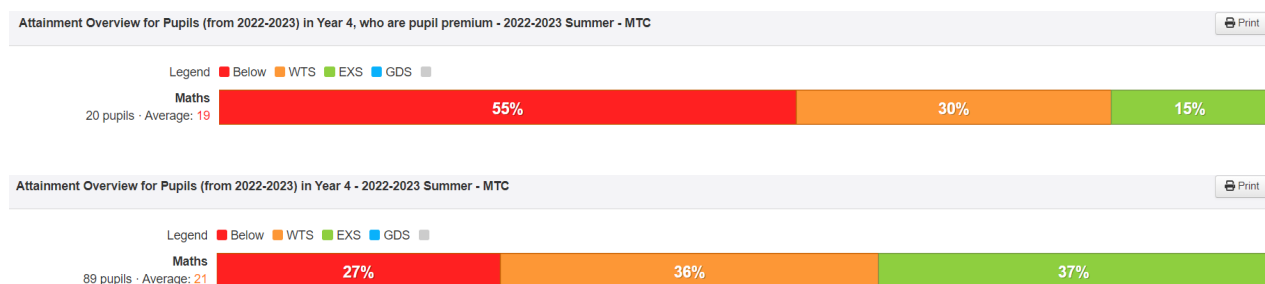
| | Maths | Reading |
|--------|-------|---------|
| Year 3 | 44% | 70% |
| Year 4 | 55% | 65% |
| Year 5 | 27% | 63% |

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 particular well. 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.

Multiplication Check



Attendance for the Year 2022-23

Pupil Premium 92.4% Whole school 94.1

We made a new appointment for the attendance officer last October. This lady has specialised in attendance at a previous school and made a very positive impact. She also

has longer hours than her predecessor, to ensure there is time to follow up all attendance issues. This has shown to be positive with the attendance gap narrowing from last year.

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 increased by 1%.

Parental Engagement

- 85% of all parents are signed up to Marvellous Me. 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 23): 33% of PP children attended
- Year 4 Residential (March 23): 31% of PP children attended
- Year 5 Residential (Sept 22): 43% of PP children attended
- Year 6 Residential (June 23) 44% of PP children attended

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

2021-22 Review

Data Analysis

| | | Reading | | Writing | | Maths | | Combined | |
|--------|-------------------|---------|-----|---------|-----|-------|-----|----------|-----|
| | | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS |
| Year 3 | All Pupils | 80% | 29% | 51% | 8% | 79% | 20% | 48% | 6% |
| | Boys | 67% | 28% | 33% | 9% | 72% | 30% | 33% | 7% |
| | Girls | 91% | 30% | 68% | 6% | 85% | 11% | 62% | 4% |
| | Pupil Premium | 60% | 10% | 25% | 0% | 75% | 5% | 25% | 0% |
| | Not Pupil Premium | | | | | | | | |
| | SEND | 86% | 34% | 59% | 10% | 80% | 24% | 54% | 7% |
| | EAL | 50% | 17% | 42% | 8% | 50% | 8% | 42% | 0% |

| | | | | | | | | | |
|--------|-------------------|-----|-----|-----|----|-----|-----|-----|----|
| Year 4 | All Pupils | 61% | 28% | 51% | 7% | 75% | 30% | 46% | 6% |
| | Boys | 58% | 27% | 38% | 8% | 73% | 31% | 38% | 8% |
| | Girls | 65% | 30% | 68% | 5% | 78% | 30% | 57% | 3% |
| | Pupil Premium | 66% | 28% | 48% | 3% | 66% | 31% | 41% | 3% |
| | Not Pupil Premium | | | | | | | | |
| | SEND | 58% | 28% | 52% | 8% | 80% | 30% | 48% | 7% |
| | EAL | 26% | 5% | 11% | 0% | 32% | 5% | 11% | 0% |

| | | | | | | | | | |
|--------|-------------------|-----|-----|-----|----|-----|-----|-----|----|
| Year 5 | All Pupils | 79% | 36% | 63% | 4% | 86% | 22% | 61% | 3% |
| | Boys | 74% | 38% | 54% | 3% | 90% | 28% | 54% | 3% |
| | Girls | 82% | 33% | 71% | 6% | 82% | 18% | 67% | 4% |
| | Pupil Premium | 72% | 20% | 52% | 8% | 72% | 12% | 48% | 4% |
| | Not Pupil Premium | | | | | | | | |
| | SEND | 82% | 42% | 68% | 3% | 91% | 26% | 66% | 3% |
| | EAL | 56% | 22% | 28% | 0% | 56% | 11% | 28% | 0% |

| | | | | | | | | | |
|--------|-------------------|-----|-----|-----|----|-----|-----|-----|----|
| Year 6 | All Pupils | 82% | 31% | 76% | 7% | 76% | 22% | 64% | 4% |
| | Boys | 75% | 32% | 68% | 9% | 75% | 30% | 60% | 5% |
| | Girls | 94% | 30% | 88% | 3% | 76% | 9% | 73% | 3% |
| | Pupil Premium | 70% | 15% | 63% | 0% | 56% | 7% | 44% | 0% |
| | Not Pupil Premium | | | | | | | | |

| | | | | | | | | | |
|--|-------------|-----|-----|-----|-----|-----|-----|-----|----|
| | SEND | 53% | 18% | 53% | 12% | 53% | 6% | 35% | 6% |
| | EAL | 71% | 21% | 71% | 7% | 86% | 29% | 71% | 7% |

There continue to be significant gaps in all age groups, but this varies for subject and year group. The impact of periods of lockdown continues to be felt. Year groups are aware of the gaps and the tutoring budget plus recovery premium will be used to target these gaps over the coming year.

In Year 3, PP attained their target for maths – 75%.

Progress - % of PP children making expected or above average progress from Autumn 21 to Summer 22 in NTS tests in reading and maths

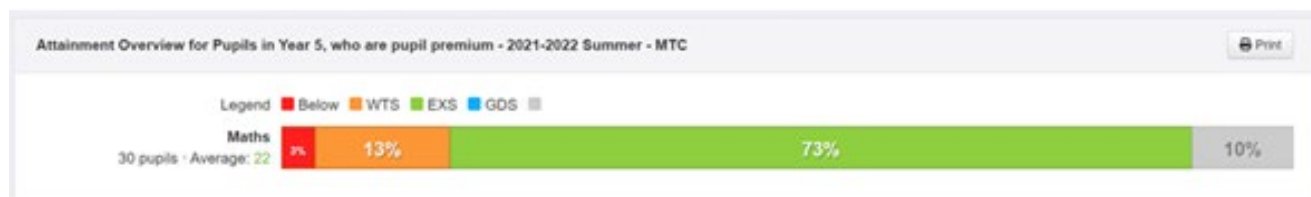
| | Maths | Reading |
|--------|-------|---------|
| Year 3 | 70% | 75% |
| Year 4 | 58% | 55% |
| Year 5 | 52% | 76% |

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

A very high proportion of all year groups made accelerated progress. However, further work is need to attain our long term target of 90%

This demonstrates that teaching strategies in reading are working particularly well. The format of the maths lesson was altered part-way through last year and we are now embedding a clear mastery approach, with a strong emphasis on the retention of facts and strategies.

Multiplication Check



The multiplication check scores are very positive, with 73% of PP children achieving the expected score.

Attendance for the Year 2021-22

Pupil Premium 91.4% Whole school 93.92

This percentage is a long way from our target and has been due partly to the impact of Covid in the first term. Pre-Covid, our PP attendance was just under 94%.

Our Family worker has left and we have made a new appointment. This lady has specialised in attendance at a previous school and made a very positive impact. She also has longer hours than her predecessor, to ensure there is time to follow up all attendance issues.

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

Parental Engagement

- 85% of all parents are signed up to Marvellous Me. The percentage of PP parents is currently not known.
- 72.5% of PP parents attended the October parents' consultation meetings, compared to 85.8% 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 Beaumanner Hall and Year 4 having the Animal people in school.

Year 5 Residential (Sept 21): 52% of PP children attended

Year 6 Residential (Oct 21) 44% of PP children attended

Approximately 50% of pupils attended both visits.