

## Ravensworth Terrace Primary School



### Pupil premium strategy statement 2021-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

#### School overview

Metric	Data
School name	Ravensworth Terrace Primary School
Pupils in school	Sep 21-346 Sep 22-364
Proportion (%) of pupil premium eligible pupils	24% (83 pupils Sep 21) 26% (93 pupils Sep 22)
Pupil premium allocation this academic year	21/22 - £118,450 22/23 – 124,195
Academic year or years covered by statement	Academic years, 2021-2022, 2022-2023 and 2023-2024 will be covered.
Publish date	27/09/21
Review date	September 2022
Statement authorised by	A Ramanandi, Headteacher
Pupil premium lead	C Brooks, Deputy Headteacher
Governor lead	J Scott, Pupil Premium link Governor

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	21/22 - £118,450 22/23 - 124,195

Recovery premium funding allocation this academic year	21/22 - £11,745 22/23 – 12,663
School based tutoring	Total - £8707.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	21/22 - £138,902.50 22/23 – £136,858 (Approx)

## Part A: Pupil premium strategy plan

### Statement of intent

Pupils at Ravensworth Terrace Primary School will make expected progress in reading, writing and maths, through quality first teaching, and increasing opportunities for reinforcement of learning at school and home. We aim for disadvantaged pupils to access quality interventions lead by trained professionals as well as extra-curricular activities lead by sports coaches to enable children to meet their individual needs.

At Ravensworth Terrace Primary School, we aim to provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We will aim to increase attendance for those disadvantaged pupils and will work with outside agencies to ensure that children and their families are being supported in their needs therefore narrowing the gap between our disadvantaged pupils and their non-disadvantaged peers. These children will be supported by enabling them to engage with the full learning experience that Ravensworth has to offer.

We will aim to offer a wide range of extra - curricular activities both in and out of school to broaden the ambitions of our disadvantaged children and their families. We aim to work in conjunction with our parents to raise the expectations for our children. In doing this, we aim to have a positive impact upon children’s academic ability and their mental health and well-being.

### Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children

3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have, meaning knowledge of the world and vocabulary acquisition is limited
5	Many of our pupil premium children are struggling to 'be ready to learn' in class. This is a result of emotional and mental health needs that stem from Covid 19 upheaval and the lack of consistent education in school

### 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
1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%)	<ul style="list-style-type: none"> <li>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher leading to a face-to-face meeting if still no improvement.</li> <li>58% of PA PP children are between 80-90%. These 11 children are targeted to reach 90%.</li> <li>21% of PA PP children are below 80%. These 4 children are targeted to reach 80%.</li> </ul>
2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition	<ul style="list-style-type: none"> <li>PP children will develop a love of reading – extra accelerated reading books purchased to improve the range</li> <li>Extra licences for Lexia and Reading Plus will be utilised to support the progression of reading skills.</li> </ul> <p>The EEF independent evaluation found that children offered (personalised learning for reading) made the equivalent of two additional months progress in reading, on average, compared to other children.</p> <ul style="list-style-type: none"> <li>'Fab phonics' morning group to target Y2 children to pass the phonics screening.</li> </ul>

	<ul style="list-style-type: none"> <li>Little Wandle Phonics purchased to ensure consistency with Phonics teaching across EYFS and KS1.</li> </ul>
3 - Pupil premium children with an additional special educational need (26% of PP children Sep 21) will make progress.	<ul style="list-style-type: none"> <li>Interventions that target the needs of PP/SEN are tracked to show progress</li> </ul>
4 - For pupil premium children to attend the enrichment opportunities.	<ul style="list-style-type: none"> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
5 – Social and emotional skills which give pupils the resilience, persistence, and motivation to deal with the stresses and the rebuffs of everyday life are developed to enable PP pupils to make progress.	<ul style="list-style-type: none"> <li>Pupils eligible for PP use strategies to help them filter barriers to learning and improve access to the curriculum and make progress.</li> <li>Qualitative data regarding these from student voice, student and parent surveys and teacher observations</li> </ul>

### 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: £ 75,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.	1, 2, 3, 4, 5
CPD for all staff to train how to use Little Wandle phonics to support our current use of letters and sounds.	Modelling and working alongside staff has a greater impact on pupil's progress.	1,2,3
CPD for use of and monitor the use of the Zones of Regulation in all	EEF (+7) states that metacognition and self-regulation approaches to teaching,	1,3,5

classes. Cross referenced with PSHE.	support pupils to think of their own learning more explicitly.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic.  1:3 - maths tutoring Y5/6  1:3 – reading tutoring Y3/4	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher 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.	1,2,3
TA one to one support for children with SEN /EHCPs	EEF (+4) The use of metacognition tools and self-regulation strategies helps to support learning. Live modelling of tasks such as planning extended writing, scaffolding etc	1,2,3,5
‘Keep up’ reading intervention – Little Wandle. Y1/2 ongoing	EEF (+5) Phonics  ‘Keep up’ rather than ‘catch up’ to make sure that no child falls behind.	1,2, 5
Interventions  Lexia program  Talk Boost intervention  Jungle Journey	Lexia - Individualised instruction EEF +4  Talk Boost - Oral lang’ intervention EEF +6  Jungle Journey - TA intervention EEF +4  Fab Phonics morning group +5	1,2,3,5

Fab Phonics morning group- Y1 and Y2 children		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 11,744

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Children will be supported in class, groups and 1-1 sessions to support their emotional wellbeing. Zones of Regulation are discussed and embedded in classes whereby children can identify which zone they're in and regulate themselves.	Evidence shows that PSHE education can improve the physical and social wellbeing of pupils. Pupils with better health and wellbeing achieve better academically.	3,4,5
After school clubs - Football, Basketball, Rugby, Tri-golf, Fast Feet, Dodgeball  Other clubs - Relax kids, Allotment club and Forest club  PP lead invites PP children to attend a club if they haven't been involved in one the previous half term at a discounted rate.	Nuffield Foundation - Taking part in after school clubs has 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.	1,4,5
Magic breakfast  Children are identified for and encouraged to attend breakfast club.  Amazon breakfast hampers are also assigned to certain families during holiday times.	EEF (+2) Children who are hungry are not ready to learn.	1,5

Attendance Officer phones families at 9.30am if pupil not in school and offers support. Attendance Officer works closely with SLT and pupils below 96% are identified and protocols followed.	Attendance data Data shows pupils with highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	1,4
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## 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 during the academic year.

#### Review 2021 – 2022

Our internal assessment data at the end of 2021/22 suggested that the performance of disadvantaged pupils was lower than that of previous years in reading, writing and mathematics. It is believed, this was due to the partial school closures and to Covid-19 which impacted on all areas of learning.

Figures in 2021/22 showed that attendance was lower than the national average for all pupils.

- 58% of PA PP children are between 80-90%. These 11 children are targeted to reach 90%.

**3 of these 11 children reached 90% attendance.**

- 21% of PA PP children are below 80%. These 4 children are targeted to reach 80%.

**2 of these 4 children reached 80% attendance.**

However, due to the gaps between all pupils and national averages remaining, attendance is still a focus on our current plan.

Due to high quality phonics teaching and interventions across the school, we achieved 83% in the Phonics Screening Check for Year 2 in the May submission, despite significant school disruption and closures. There are 12 Pupil Premium (PP) children in Year 2 and 8 of these passed the phonics screening. We achieved 81% in the Phonics Screening Check for Year 1. 4 of the 8 children who didn't pass are PP and these children will be targeted through the 'keep up' Little Wandle programme. Progress measures across the school were good or better as a result of additional tutoring and targeted interventions.

Some year groups had visitors into their classes to enrich the curriculum. Other year groups have engaged in educational visits and the PE events/tournaments are running again (see Twitter pages). For next academic year there will be an emphasis on educational visits and enriching learning experiences for all children.

Outdoor learning in general continued to improve mental health, well-being, and readiness to learn of PP children. PP children who needed specific support with their mental wellbeing became part of our Forest Nurture Group. This takes place twice a week at lunchtimes and focuses on creating time and

space for children to develop communication, social and speech and language skills. Children involved with this provision have shown improved confidence in these areas. In addition to this, improvement of gross motor skills are evident as well as their awareness of a positive growth mindset specifically focusing on resilience and mindfulness. The number of Pupil Premium children attending after school clubs/enrichment opportunities increased gradually over the year. In the summer term 28% of PP children were accessing after school clubs at a subsidised cost. Breakfast club, through the Magic Breakfast initiative is also available and this is offered to all PP children but especially those who are persistently absent.

### **Review 2020 - 2021**

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Leading up to lockdown (March 20<sup>th</sup>, 2020) pupils were fully engaging in a wide range of trips and experiences – see Twitter pages to show photos.

FSM children had reduced contributions to trips.

FSM children engaged in cultural and many PE activities.

Up until the beginning of COVID -19 pandemic disadvantaged children were making progress from their starting points. During the pandemic identified disadvantaged and vulnerable children were identified and supported to have continued school provision. Licence numbers for Lexia and Reading Plus were increased to help support progress in reading.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID -19 related issues. We provided a range of support for our disadvantaged pupils including the following:

- Lego therapy noted significant progress in pupils' ability to initiate and return a greeting, orientate body towards speaker, make eye contact, take turns, obey instructions and rules, initiate communication and ask for help
- 3 pupils accessed speech and language via Teams with therapist and then received follow up sessions 3x per week with an HLTA – significant progress was made in targets on speech IEPs due to this.
- Outdoor learning helped to improve mental health, well-being, and readiness to learn of PP children. All staff were involved in outdoor learning training in Summer 2 to emphasise how all subjects can be taught outside. All teachers to include an outdoor learning session on timetable from September 21.
- SLT supported parents and carers throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits, and offering well-being support.
- Senior Leaders have attended multi agency and safeguarding team meetings online to support the children and their families.



Assessments of catch-up interventions in July 2021 informed the formation of intervention groups for September 2021.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Power Maths	Pearson
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Maths Circle
Purple Mash	2 Simple