

Ravensworth Terrace Primary School



Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 2024 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	Nov 23- 373 pupils on roll
Proportion (%) of pupil premium eligible pupils	25%
Pupil premium allocation this academic year	22/23 - £124,195
Academic year or years covered by statement	2023 -2024
Publish date	21/11/23
Review date	November 2024
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	23/24 - £138,430
Recovery premium funding allocation this academic year	23/24 - £12,712
School based tutoring	Total given for 60% - £12,150 Actual spend -£20,250

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	23/24 - £171,392 (Approx)

Part A: Pupil premium strategy plan

Statement of intent

At Ravensworth Terrace Primary School (RTPS) 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 all the challenges faced by disadvantaged and vulnerable children and the activity outlined below is designed to support their needs in both the academic and social context. In making pupil premium strategy decisions it is important to use our knowledge about our children, context, progress data and in conjunction with respected educational research to find personalized, sustainable solutions to the challenges faced. Therefore, the RTPS pupil premium strategy focuses upon:

1. Attendance
2. Each PP child's academic and age-appropriate social progress including the higher attainers
3. Early reading teaching
4. Writing skills progress
5. Extra-curricular participation and cultural capital development

The most important challenge is attendance to overcome for pupil premium children to make good progress and attainment. Our core principle is that each child makes good progress and attainment based upon their starting point irrespective of their disadvantaged or non-disadvantaged status. The Education Endowment Foundation (EEF) (2023) informs us that high quality teaching and pastoral care best supports pupil premium children that require the most support. Our strategy will be underpinned by respected educational research from EEF and others alongside our existing excellent parent, carer, and pupil relationships. High-quality teaching is at the heart of our approach, with a focus on areas in 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. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs based upon diagnostic data, regular monitoring assessment data and non-assessment tracking. The approaches we have adopted complement each other to help pupils learn and grow as young people.

To ensure they are effective at Ravensworth Terrace, we will:

- Support families to ensure that all children, including disadvantaged pupils, to attend school regularly.
- ensure disadvantaged pupils are challenged in the learning that they're set through a well-planned curriculum in each subject.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Use data to enable proactive intervention at the point of need.
- Provide further phonics training, monitoring and support so teaching staff have the knowledge and skills to progress disadvantaged learners to be reading at the same level as other children.
- Monitor and support disadvantaged children to benefit from after-school extra-curricular clubs.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 20% (17) of disadvantaged pupils had been 'persistently absent' in 22-23 (less than 90%) Our assessments, observations and safeguarding analysis indicates that absenteeism, trauma experiences and or social disadvantage negatively impacts disadvantaged pupils' progress</p>
2	<p><u>Academic and Age-Appropriate Social Progress</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the lack of social skills demonstrated at home, inappropriate use of social media, lack of consistent parenting, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and age-appropriate social skills. Teacher referrals for support have markedly increased during and after the pandemic. Out of the children accessing pastoral support for Social and Emotional Needs 48% are classed as being disadvantaged.</p>
3	<p><u>Phonics, Reading and Oracy</u></p> <p>Phonics Screening results in 2023 were 76%. This is lower than the previous national screening test taken. We will use Phonics Tracking to demonstrate progress as well as attainment. This indicates that the teaching of phonics, reading and oral skills needs to be planned and carefully considered.</p>

4	<p><u>Writing</u></p> <p>Assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to our reception class last year 58% of our disadvantaged pupils arrived below age-related expectations.</p>
5	<p><u>Extra-Curricular Activities</u></p> <p>Disadvantaged children arrive at Ravensworth Terrace with a limited range of experiences. The provision of clubs and extra-curricular activities will support children to develop these experiences and this in turn will support future learning.</p>
6	<p><u>Cultural Opportunities</u></p> <p>Our curriculum review in July 2023 highlighted that there are opportunities to expand cultural opportunities within our curriculum. Many of our disadvantaged children do not have the rich and varied experiences as their peers seem to have. Meaningful knowledge of the world and vocabulary acquisition is limited. During the pandemic our ability to evolve this curriculum and to retain sustainable links was challenged. This has resulted in significant transferable knowledge gaps from cultural experiences, such as educational visits, speakers into school and extra-curricular activities. We are now expanding and implementing these experiences for the children on a half termly basis.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><u>Attendance</u></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of pupils classed as persistently absent being below 5%.
<p><u>Age-Appropriate Social Progress</u></p> <p>Achieve and sustain positive wellbeing for pupils improving their readiness to learn and school attendance.</p>	<p>Sustained high levels of age-appropriate social wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, pupil and parent surveys and teacher observations.

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment and cultural activities, particularly among disadvantaged pupils • disadvantaged pupils use strategies to help them filter barriers to learning and improve access to the curriculum to make progress.
<p><u>Academic Progress</u></p> <p>To achieve and sustain improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate improved use of wider vocabulary since introducing the ‘vocabulary garden’ to each class.</p> <p>By 2024/25</p> <ul style="list-style-type: none"> • Disadvantaged children will have made good progress from their baseline phonics score.
<p><u>Academic Progress</u></p> <p>To achieve and sustain improved attainment in writing</p>	<p>By 2024/25 for the end of KS2:</p> <ul style="list-style-type: none"> • To ensure that PP children show better progress than last year and achieve expected standard or above. <p>By 2024/25, for the end of KS1:</p> <ul style="list-style-type: none"> • To ensure 46% of PP children are achieving age-related expectations or above in writing in line with LA.
<p><u>Extra-Curricular/ Enrichment opportunities</u></p> <p>To achieve and sustain regular attendance of disadvantaged children at lunch time nurture club, phonics club and after-school clubs.</p>	<p>Across 2023/24:</p> <ul style="list-style-type: none"> • There is a programme of events with the support of external providers. • Extra-curricular and cultural events reviewed and updated. • They are promoted to all, in particular disadvantaged children, their parents and carers. A monetary discount is offered to enable disadvantaged children to engage and attend after school clubs. • An awards event at the end of the academic year is completed to reward and celebrate. • A tracking and monitoring system is in place to record attendance. • A system for identifying non-attenders, the barriers faced and a

	<p>process for supporting these children to attend.</p> <ul style="list-style-type: none"> • A process for identifying higher attainers in that activity or activities to enable them to develop their talent at a higher level from which they started.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £148,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils - Teachers to follow RTPS Big 12.	EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.	1,2,3,4,5
Quality CPD to improve and embed Teacher/TA understanding of Rosenshine's Principles. Regular writing moderation to review the teaching of writing for all pupils thereby improving outcomes of disadvantaged children	EEF research shows that improving high quality teaching through CPD will improve children's outcomes.	2, 3, 4
Implement Little Wandle - Bridge for Spelling (as well as keep up) and purchase phonics reading resources to improve reading performance	EEF research has shown that phonics has a positive impact on the ability of children to read. Improving reading opens the rest of the curriculum for children.	2, 3, 4
Monitoring of disadvantaged children so that well-being, readiness to learn and performance levels are high.	John Dunford Research shows that a Pupil Premium Champion from senior leadership will ensure the most positive outcomes for PP children.	1,2

Monitor and review the use of Zones of Regulation in all classes, cross referenced with PSHE.	EEF research states that metacognition and self-regulation approaches to teaching support pupils to think of their own learning and how they learn, more explicitly.	1,3,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing school led tutor who will work with disadvantaged children to improve academic progress in reading, writing and maths.	Performance of children attending this group in 22/23 was strong. EEF research shows that one to one tuition is very effective at improving pupil outcomes. It is particularly effective for those struggling in a particular area.	2, 3, 4
Provide targeted support for children who have SEND and are disadvantaged.	John Dunford Research shows that a Pupil Premium Champion from senior leadership will ensure the most positive outcomes for PP children. EEF research states that the use of meta-cognition tools and self-regulation strategies helps to support learning. Live modelling of tasks such as planning extended writing, scaffolding etc	2,3
Continue Keep up/ Rapid catch-up reading interventions and introduce 'Bridge for spelling'- spelling/reading intervention - Little Wandle. Y1/2 ongoing	EEF research- Phonics 'Keep up' rather than 'catch up' to make sure that no child falls behind. Bridge for spelling to address the spelling gap	1,2, 5
Interventions- Lexia program Talk Boost intervention Jungle Journey	Lexia - Individualised instruction EEF +4 Talk Boost - Oral language intervention EEF +6 Jungle Journey - TA intervention EEF +4	1,2,3,5

Phonics club after school Y2 children	Fab Phonics group +5	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1,2
After school sports clubs - Football, Basketball, Fast Feet, Dodgeball, Multi sports, Archery and Dance. Other clubs - Relax kids, Forest club, ArtVentures (Art club) Cookery and Spanish. School 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 include providing access to enriching new experiences, providing opportunities for children to succeed, building self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment. Building cultural capital will improve disadvantaged children's aspirations.	5, 6
Maintain and run a breakfast club. (National School Breakfast Club) Children are identified for and encouraged to attend breakfast club.	EEF (+2) Children who are hungry are not ready to learn.	1,5

Amazon breakfast hampers are also assigned to certain families during holiday times.		
School office staff allocated to attendance phones families at 9.30am if pupil not in school and offers support. 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. Close monitoring of attendance and targeted strategies can improve the attendance of all children.	1
Monitoring of disadvantaged children so that well-being, attendance, readiness to learn and performance levels are high.	John Dunford shows that a Pupil Premium Champion from SLT will ensure the most positive outcomes for PP children. Pupil Premium Strategy is developed in conjunction with Pupil Premium Champion and SLT. Quantative data and updates will be reported to Governors.	1,2,3,4,5,6

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.

<p>Review 2022-2023</p> <p>Attendance</p> <p>Looking at the figures from 21-22, the remaining 8 children reached 90% attendance and the remaining 2 children below 80% reached 85% attendance.</p> <p>Overall our attendance has improved and PA PP attendance has improved. Currently 19% of PP children are between 80-90% attendance. 6 of these children are between 80-85% and are closely monitored.</p> <p>Attendance will still be a focus for next year.</p> <p>Phonics</p> <p>Y1 Phonics screening - 76.3% passed overall. 9 of these children are PP, 5 passed the phonics screening. The other 4 children didn't pass due to 1 child with EAL needs and 3</p>
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children with safeguarding/CP incidents at home that affected attendance. These children who haven't passed are having intensive input on blending and will continue this support moving into Y2 next academic year.

Y2 resit - 4 PP children resat the Y1 phonics screening test in May. 75% of these children passed. 1 child didn't due to complex needs with cognition and learning.

Little Wandle have produced a special programme for Y2 that will bridge the gap. The Y1 teachers are currently initiating a fluency assessment for Y1 to see if there are gaps that need reteaching when the children move into Y2. The children who didn't pass in Y1 will be targeted through the 'keep up' Little Wandle programme.

Visits and Outdoor Learning

This year we have had an emphasis on educational visits and enriching learning experiences for all children. Due to the increased availability of places to visit and those able to come into school the children have engaged in more opportunities to enrich their learning. Visits into school ranged from Birtley Heritage Group, Bike-ability to Visitors from Durham University, focusing on Ancient Greece.

Visits out of school ranged from local places such as Lord Lawson Academy, Birtley Churches and parks to Jarrow Hall, a Mosque in Newcastle, South Shields beach and Lockerbie, Scotland for Y6 residential.

Aspirations week and clubs

Aspirations week made children aware of routes that they would need to take such as 'A' levels and Degree or Apprenticeship to do the job that they aspire to. Teachers also challenged gender stereotypes during this week and KS2 worked with the Primary Enterprise team to learn about budgeting and team building. 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 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 20th, 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.