



READY RESPECTFUL ENGAGED

Pupil Premium Strategy 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	264
Proportion (%) of pupil premium eligible pupils	65 (24.6%)
I	2024-2028
Date this statement was published	30/12/24
Date on which it will be reviewed	04/12/25
Statement authorised by	Lorna Blanchenot
Pupil premium lead	Katie Brentnall and Natalie Gould
Governor / Trustee lead	Dan Liddane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

At Ravensdale Infant and Nursery School we believe that possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds acquire additional support. Therefore, we will provide all the resources available to help them reach their full potential including the pupil premium grant.

We believe that all our children deserve the best start in life and it is our role to lay the foundations so that they can become a life-long learners. At RINS we invest our time in high quality teaching and ensuring that our curriculum meets the needs of our children to enrich their lives.

Leaders in our school are committed to powerfully addressing social disadvantage in our school. The pupil premium funding will support us to raise attainment and aspirations.

This statement aims to outline how we nurture and support the development of our disadvantaged children. Our tiered approach will focus upon:

- Narrowing the attainment gap between disadvantaged children and their non-disadvantaged peers.
- Ensuring all children have the tools to support their social and emotional well-being.
- High quality first teaching and adapting to meet the needs of our disadvantaged children so that they have equal learning experiences throughout the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Narrowing the attainment gap</u></p> <p>Through data analysis, it is concluded that there is an attainment gap, particularly evidenced in writing and maths. Our assessment data and pupil progress suggest that we need to build stronger links between the early year's curriculum and the national curriculum to support our most disadvantaged children to make a good level of development. We've identified in maths that disadvantaged children find number and place value challenging.</p> <p>Through triangulating data, we have observed that knowledge retention is weak for all children and particularly for disadvantaged children.</p>
2	<p><u>Early reading and language skills</u></p> <p>According to a staff survey we have identified that our disadvantaged children have lower communication and language skills than their non-disadvantaged peers due to having lower starting points and a lower range of vocabulary. It has been observed that 60% of our disadvantaged children require additional support with their vocabulary.</p> <p><u>Phonics and reading</u></p> <p>Our reception phonics data shows that 52% of children are currently working on track. 47% of disadvantaged children are on track which is lower than for this time of year in our school.</p> <p>In KSI, our phonics data shows us that 89% of disadvantaged children are on track in Year 1 and in Year 2 93% of disadvantaged children are on track. However, in KSI our general reading data assessed by using the TAF statements is indicating that 59% of children in Year 1 are below in reading and 71% of disadvantaged are working below the age-related expectation in reading. In Year 2, 48% of children are working below the age-related expectation in reading and 72% of disadvantaged children are working below the expectation.</p>
3	<p><u>Emotional needs</u></p> <p>After analysing data from a staff survey it has been identified that a large majority of our disadvantaged children find it challenging to articulate their feelings and emotional, which ultimately impacts on their learning and development. There are several factors contributing towards this; poor speech and language skills, emotional trauma, a lack of self-regulation and lower starting</p>

	points for personal and social development. And we also offer therapeutic interventions to support holistic development and well-being.
4	<p><u>Limited Cultural Capital</u></p> <p>Our assessments, observations and discussions with pupil premium children working below ARE evidence that our pupils have limited experience of our wider world and struggle to make links between previous and new knowledge. School leaders commit to offering all key groups opportunities to participate in extracurricular activities such as multisport clubs, rock steady music and breakfast club on a need's basis. Through our curriculum we offer enrichment opportunities to offer more experiential learning to give our most disadvantaged children similar opportunities as their peers.</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
1. Improved speech, language and communication. Improved levels of progress and attainment in reading.	<p>-PP children have made expected progress in communication and language /speaking and listening.</p> <p>-PP children have a wider range of vocabulary.</p> <p>- Classes to be using widgets to support all children to communicate.</p> <p>-PP children to make expected progress following the Little Wandle progress.</p> <p>-PP to be working at the ARE at the end of KSI.</p> <p>Early identification of pupils ensures that children are given the targeted support that they need. Data analysis, pupil observation and monitoring indicate that children make good progress from their starting points. This</p>

	aids their confidence and ability to communicate effectively.
Access to a broad and experiential curriculum.	<p>Children to be given wider opportunities and not be disadvantaged by their background. For example, multisport, rocksteady, Go Wild and experiences threaded throughout our project curriculum.</p> <ul style="list-style-type: none"> - Children to have access to OPAL at lunch time.
For our disadvantaged children to make good progress in maths and writing.	<ul style="list-style-type: none"> -PP children to make expected progress in maths and writing. -PP children to have an early identification of any early interventions. -Improved teachers' knowledge of assessment and moderation practices. -Ensuring all children are receiving high quality teaching, particularly our disadvantaged children. -Improving our assessment and moderation practices. -Early identification of attainment gaps and planning targeted interventions that are reviewed frequently.
To improve the emotional literacy skills of our disadvantaged children.	<ul style="list-style-type: none"> -Improve PP's emotional literacy. - Emotional literacy skills to be taught during PHSE sessions. -PP children to make good progress in therapeutic interventions. -Improve staff knowledge of emotional coaching.

- Children to use daily mindfulness every day.

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: £7383.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Early identification of speech and language needs. Meet with speech and language, SENCO and other external professionals.</i></p> <p><i>FSI to quickly identify any significant needs early and work with external professionals.</i></p>	<p>Communication and language approaches EEF</p>	1,2
<p><i>Quality Storytime every day with high quality texts. Regular visits to the school library. Ensuring high quality texts threaded our curriculum.</i></p> <p><i>Ravensdale ten to be implemented for each year group. Phase leaders to create the list of books. These are books to be read at story time each day.</i></p>	<p>EEF Communication and Language</p>	1,2, 4
<p><i>More opportunities for discussion throughout the curriculum (pair share, group discussions). Use a no hands up approach when answering questions.</i></p>	<p>Collaborative learning approaches EEF</p>	1,2

<p><i>Widen vocabulary through creating a list of whole school words and implementing them into spoken and written language. Sharing key vocabulary with parents/carers. Identifying quality language in key texts.</i></p>	<p>EEF Communication and Language</p>	<p>1, 2</p>
<p><i>Supporting our PP children who have other vulnerabilities such as EAL/SEND by having an age-appropriate support pack used in class and shared with parents/carers.</i></p> <p><i>FSI completing Little link assessment to check understanding.</i></p>	<p>Effective Teaching of EAL Learners - The Bell Foundation</p>	<p>1, 2, 3,</p>
<p><i>Teachers and curriculum leaders to refine our long-term plans to ensure engaging experiences are threaded through the children's learning.</i></p>	<p>1. High-quality teaching EEF</p>	<p>1, 4</p>
<p><i>Robust diagnostic assessments to identify individual learning needs and identification of early intervention for PP children working ARE.</i></p> <p>The extended leadership team comprising of both senior and middle leaders engage in year-long continued professional development to quality mark the monitoring of.</p> <p>-Quality first teaching across the EYFS and key stage one.</p>	<p>1. High-quality teaching EEF</p>	<p>1, 2, 4</p>

<p>- Consistency of targeted teaching approaches for key groups of children</p> <p>-Consistency of evidence gathering in both the EYFS and keys stage one (Book look monitoring).</p> <p>Teaching staff extend their knowledge and understanding of curriculum subject leadership.</p> <p>-Weekly teacher continued professional development sessions – curriculum subject leadership.</p> <p>-Curriculum progression scrutiny across phase groups.</p> <p>-Consistency of targeted teaching approaches for key groups of children.</p> <p>-Consistency of evidence gathering in both the EYFS and keys stage one (Book look monitoring).</p>	<p>Knowing your subject: The role of disciplinary knowledge in effective teaching</p>	
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<p><i>Refine and develop a strong curriculum in Maths and Writing for all children with a focus on disadvantaged children so that they can make the same progress as non-disadvantaged children.</i></p> <p><i>Improving teacher subject knowledge for Maths and Writing</i></p> <p><i>Provide more opportunities for retrieval practise in Maths and Writing in KSI. Teachers to receive CPD on retrieval practice.</i></p>	<p>Improving Literacy in Key Stage 1 EEF</p> <p>Write from the start EEF</p>	<p>1</p>
<p><i>Introduce emotion coaching for all staff and provide CPD for all teachers on emotion coaching.</i></p> <p><i>Introduce a whole school approach to developing whole school emotional literacy.</i></p>	<p>Social and emotional learning EEF</p> <p>Emotion Coaching – United Kingdom</p>	<p>3</p>

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

Budgeted cost: £81213.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide additional speech and language interventions for our PP children.</i></p> <p><i>NELI (Nuffield early language intervention) Speech and language program delivered to all PP children working below ARE expectations.</i></p> <p><i>Targeted support for SEND pupil premium children across EYFS and key stage one.</i></p> <p><i>Therapeutic interventions:</i> Twinkle and Shine <i>TA x 2 hours per week</i></p> <p><i>Go Wild Nurture group</i> <i>Teacher x 2.5hrs</i> <i>TA x 2.5 hours per week.</i></p> <p><i>Social games group</i> <i>30 minutes x per week</i></p> <p><i>Drawing and Talking</i> <i>TA x 2 hours per week</i></p> <p><i>Lego Therapy</i> <i>TA x 3 hours per week</i></p>	<p>Oral language interventions EEF Home Nuffield Early Language Intervention (NELI)</p> <p>EEF Communication and Language</p>	<p>1, 2, 4</p>

<p><i>Opportunities for bucket time for some PP children.</i></p> <p><i>Sensory Circuits</i> <i>20 minutes per day</i> <i>2 x TA x 1 hour and 40 minutes per week.</i></p> <p><i>Six bricks</i> <i>TA – 20 minutes x 39 weeks</i></p> <p><i>Additional library sessions for key groups of children in early years.</i></p>		
<p><i>To provide additional TA support to deliver 1-2-1 or small group phonics sessions.</i></p> <p><i>Reading groups</i></p> <p><i>Links with the English Hub for coaching and expert advice with phonics.</i></p>	<p>Phonics EEF</p>	<p>1, 2</p>

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

Budgeted cost: £ 9002.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP children have free access to the following school enrichment activities.</p> <ul style="list-style-type: none"> -Support parents/carers with school curriculum trips -School breakfast club -After school extra-curricular clubs (multi sports, rocksteady) Multisports Rock Steady -reading for pleasure book sent home weekly 	<p>School uniform EEF</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF</p> <p>Blog: Supporting parents to undertake brilliant book talk EEF</p> <p>National School Breakfast Programme - scale-up evaluation EEF</p>	4
<p>Go Wild outdoor learning sessions across EYFS and KSI.</p> <p>All children will have access to outdoor learning throughout the academic year.</p>	<p>The Benefits of Forest School</p> <p>Outdoor adventure learning EEF</p>	1, 4
<p>Implement OPAL (Outdoor play and learning) to be implemented during lunchtimes to provide opportunities for all children to play and build resilience.</p>	<p>Home - Outdoor Play And Learning</p>	3, 4
<p>Introduce daily mindfulness activities for all children across the school.</p>	<p>Emotion Coaching - United Kingdom</p>	3

Total budgeted cost: £9002.12 + £81213.78 +£7383.90 = £97,599.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Evaluation of 2024/25 Strategy Plan</i>		
<i>Statements</i>	<i>Success Criteria</i>	<i>Impact/Outcome</i>
<p><i>Improved speech, language and communication.</i></p> <p><i>Improved levels of progress and attainment in reading.</i></p>	<p><i>-PP children have made expected progress in communication and language /speaking and listening.</i></p> <p><i>-PP children have a wider range of vocabulary.</i></p> <p><i>-Classes to be using widgets to support all children to communicate.</i></p> <p><i>-PP children to make expected progress following the Little Wandle progress.</i></p>	<p>FS – PP data and all children</p> <p><i>Communication and language data for ELG 24/25 – 73.9%</i></p> <p><i>Listening and Attention – 73.9%</i></p> <p><i>Speaking – 79.7%</i></p> <p><i>End of KSI data for Reading- 61.6% children were on track, 8.1% of those children were greater depth (the previous year was 60.2%)</i></p> <p><i>Focus vocabulary for writing lessons was evident in KSI writing books.</i></p> <p><i>Subject leaders have refined their curriculum, identifying tier 2 and tier 3 words that will be taught explicitly during lessons. KSI classes use widgets on slides to support vocabulary.</i></p> <p><i>All classrooms have a timetable that has been created using widgets.</i></p> <p><i>FS have labelled resources using widgets and will continue to embed widgets throughout the daily routines.</i></p>

	<p><i>-PP to be working at the ARE at the end of KSI.</i></p> <p><i>Early identification of pupils ensures that children are given the targeted support that they need. Data analysis, pupil observation and monitoring indicate that children make good progress from their starting points. This aids their confidence and ability to communicate effectively.</i></p>	<p>PP progress – End of Year 2 2024 percentage of children on track</p> <table border="1" data-bbox="858 539 1417 837"> <thead> <tr> <th></th> <th>End of Year 1</th> <th>End of Year 2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>34.6%</td> </tr> <tr> <td>Maths</td> <td>32%</td> <td>42.3%</td> </tr> </tbody> </table>		End of Year 1	End of Year 2	Reading	36%	42%	Writing	32%	34.6%	Maths	32%	42.3%
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	<p><i>Children to have access to OPAL at lunch time.</i></p>	<p><i>Multi sports and Rock Steady info</i></p>												
<p><i>For our disadvantaged children to make good progress in maths and writing.</i></p>	<p><i>-PP children to make expected progress in maths and writing.</i></p> <p><i>-PP children to have an early identification of any early interventions.</i></p> <p><i>-Improved teachers' knowledge of assessment and moderation practices.</i></p> <p><i>-Ensuring all children are receiving high quality teaching,</i></p>	<p>PP progress – End of Year 2 2024 percentage of children on track</p> <table border="1" data-bbox="858 1149 1414 1447"> <thead> <tr> <th></th> <th>End of Year 1</th> <th>End of Year 2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>34.6%</td> </tr> <tr> <td>Maths</td> <td>32%</td> <td>42.3%</td> </tr> </tbody> </table> <p><i>EY Lead/FS teachers working alongside DCC focusing on assessment and moderation process. Half-termly pupil progress meetings and regular book looks.</i></p> <p>KSI lead undertaken KSI moderation training. Termly moderations in KSI. Regular assessment training and guidance in KS meetings</p>		End of Year 1	End of Year 2	Reading	36%	42%	Writing	32%	34.6%	Maths	32%	42.3%
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	<p><i>particularly our disadvantaged children.</i></p> <p><i>-Improving our assessment and moderation practices.</i></p> <p><i>-Early identification of attainment gaps and planning targeted interventions that are reviewed frequently.</i></p>	<p>Learning walks by SLT & phase leads.</p> <p>. Both FS and KSI are carrying out termly book looks to ensure consistency and to review the effectiveness of expectations across the phases.</p> <p>Both FS and KSI have had training on the new writing framework and GF is currently embedding new practices.</p> <p>Regular support from SLT, Phase leaders and Subjects leaders to ensure high quality teaching.</p> <p>FS are focusing on high quality interaction when in provision. CPD has been given to support this approach.</p> <p>FS staff are working alongside another setting focusing on the ShREC approach. Opportunities for CPD for all staff.</p>
<p><i>To improve the emotional literacy skills of our disadvantaged children.</i></p>		<p><i>. All classes have introduced daily mindfulness.</i></p> <p><i>New funded PHSE resources to be embedded</i></p>

Externally provided programmes – N/A

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

Programme	Provider

Service pupil premium funding (optional) – none currently

<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>
<i>The impact of that spending on service pupil premium eligible pupils</i>