



Pupil premium strategy statement – East Ravendale C E Primary School

“I can do all things through God who strengthens me.” Philippians 4:13

At East Ravendale, we strive to develop independent, self-motivated and inquisitive learners of all ages. We celebrate our uniqueness and value all as God’s children. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

Our vision is underpinned by our core values of wonder, belief and joy.

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	116
Proportion (%) of pupil premium eligible pupils	
3	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed (this should be a working document and therefore should be reviewed at least termly).	March 2026
Statement authorised by	Mrs Becky Farr Headteacher
Pupil premium lead	Mrs Becky Farr Headteacher
Governor / Trustee lead	Vicky Matthews (EDA)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,513,59
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>	£16,513,59

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

At East Ravensdale CE Primary School we value all as God's children and aim to give all our pupils the opportunities to succeed. Our core values of wonder, belief and joy thread through, and drive forward all that we do for the children in our school.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND. We aim to give all members of our school community opportunities to succeed, now and in the future. Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

Our decision-making has considered a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. At East Ravensdale School we know our pupils and their families and work with them to identify and barriers they face and how we can help them overcome them.

To ensure they are effective, we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
 - ensure there are no 'capped ceilings' on learning • address any further barriers (e.g., poor attendance) as soon as they arise to mitigate against any additional negative impact on progress.
 - Ensure our values of wonder, belief and joy are evident in the experiences and education provided to disadvantaged pupils.
- This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.
2	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. As children progress through the school those identified as pupil premium do not make as much progress as their non-PP peers in writing.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. As children progress through the school those identified as pupil premium do not make as much progress as their non-PP peers in maths.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils is on the decline.

	20% of disadvantaged pupils have been 'persistently absent' compared 18.4% to of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our children in receipt of Pupil Premium are less exposed to the experiences that build on cultural capital

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
By July 2026, disadvantaged pupils will show significant improvement in phonics attainment, with the percentage achieving the expected standard in the Year 1 Phonics Screening Check rising from the current baseline of average score 20 to at least average score 32.	Phonics outcomes in 2025-2026 show that 10% of disadvantaged pupils have met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS1 writing outcomes in 2025-2026 show that 67% of disadvantaged pupils have met the expected standard. KS2 writing outcomes in 2025-2026 show that 67% of disadvantaged pupils have met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 maths outcomes in 2025-2026 show that 100% of disadvantaged pupils have met the expected standard. KS2 maths outcomes in 2025-2026 show that 67% of disadvantaged pupils have met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025-2026 demonstrated by: <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.

	<ul style="list-style-type: none"> • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
<p>To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.</p>	<p>Through lesson visits and pupil book study:</p> <ul style="list-style-type: none"> • Pupils can articulate learning that has been retained in long term memory. • Tier 3 vocabulary is explicitly taught to support understanding, and pupils can use this vocabulary to explain what they have learned, • Disadvantaged pupils to show an increased level of concentration for longer periods of time. • Disadvantaged pupils and teachers can provide examples where the children persevered with a challenging task. • There is a noticeable increase in the quality of work as pupils progress across the year. 1 • There is a notable increase in the quantity of work as pupils progress across the years.
<p>To increase the children's awareness of cultural capital.</p>	<ul style="list-style-type: none"> • 100% of our children in receipt of Pupil Premium will attend at least one experience that raises their awareness of cultural capital. • 100% of our children in receipt of Pupil Premium will learn to play an instrument. • Children I receipt of Pupil Premium are represented in a wide range of committees within school (e.g. Ravendale Representatives, Kindness Heroes)

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: £8,386,01

Challenge number	Activity	Evidence that supports this approach	Impact (termly update)
1,2,3	Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment. Training and release time to embed new feedback policies and practices, and to carry out weekly conference feedback with disadvantaged children.	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles. Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

		https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	
2,3	Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	End of Spring term: Summer term: Autumn term 2026:
1,2,3,5	Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking. Opportunities to observe good practice across the hub and to participate in joint moderation. Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.	Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction. https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf	End of Spring term: Summer term: Autumn term 2026:
1	Ensure fidelity to a https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	End of Spring term: Summer term:

	1 to secure stronger phonics teaching for all pupils. Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	Autumn term:
2	Enhancement of our writing curriculum and teaching delivery in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD. Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first)	<p>The EEF reports offer seven practical evidence based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term:</p>
3	Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS_2_KS3_Maths_Guidance_2017.pdf</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term:</p>

	(publishing.service.gov.uk) 3 7 (including Teaching for Mastery training). To ensure children in all classes have access to high quality concrete maths resources. NB: Alternatively, the above could be CPD as part of the LAAT development days for Maths Leads and/or additional CPD/support,		
2,3	Training and coaching for staff to increase their understanding of the science of learning and metacognition to support the implementation of the seven EEF recommendations to develop metacognitive knowledge and skills in pupils. Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress. Thinking frames will be introduced to support pupils to think deeper. Dual coding techniques and retrieval practice will be used to support pupils' retention of what has been taught and to think about how it aids new learning. Funding will also be used to provide release time for subject leaders so that they can ensure their subject's curriculum is well-sequenced to enable pupils to	<p>he Science of Learning summarises existing cognitive-science research on how students learn and connects it to practical implications for teaching.</p> <p>https://www.stem.org.uk/science-of-learning</p> <p>https://sciencetltoolkit.wordpress.com/2019/02/18/12-research-papers-on-dual-coding/</p> <p>The EEF guidance is relevant to early years practitioners, teachers, and senior leaders in all educational settings. To develop the recommendations, the EEF reviewed the best available international research and consulted experts, teachers, and academics to arrive at key principles for effective teaching. Each recommendation is accompanied by specific examples. International evidence states that when properly embedded these approaches are powerful levers for boosting learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term:</p>

	retain and build on prior knowledge and to master new ideas. They may also use this time to support colleagues in planning a sequence of work		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: ££5.386,01

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1	Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	End of Spring term: Summer term: Autumn term 2026:
2,3	A significant proportion of the pupils who receive Read Write inc. tutoring will be disadvantaged, including those who are high attainers. s	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	End of Spring term: Summer term: Autumn term 2026:

2,3	Pre and post teaching interventions.	Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).	End of Spring term: Summer term: Autumn term 2026:
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,740,88

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
4	Embedding principles of good practice set out in the DfE's advice. <ul style="list-style-type: none"> • Ensure that all disadvantaged pupils feel a strong sense of belonging within the school community. • Make wellbeing phone calls and carry out home visits when pupils are absent from school. <ul style="list-style-type: none"> • Weekly SLT Meetings focusing on attendance of PP and Disadvantaged. <ul style="list-style-type: none"> • Keep parents informed about their child's attendance and reinforce the importance of regular school attendance. 	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	End of Spring term: Summer term: Autumn term 2026:

	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities		
5	<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>Diverse clubs (e.g., STEM, sports, music etc)</p> <p>No financial barriers to participating in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p>	Widening children’s experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
5	Opportunity for disadvantaged children to learn a chosen instrument (drums, violin, piano ...)	As above	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
All	Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 15,513,59

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the year, pupils are assessed through – teacher assessment, PIRA/PUMA tests, practice multiplication/phonics and SATS.

66% disadvantaged pupil achieved expected standard in writing.

83 % disadvantaged pupils achieved expected standard in reading.

75% disadvantaged pupils achieved expected standard in maths

8% of pupils achieved GDS in Reading, Writing and Maths.

100% of disadbantaged Year 1 pupils achieved expected standard in phonics.

100% of disadvantaged Year 2 pupils achieved SATS reading expectation.

50% of disadvantaged Year 2 pupils achieved SATS maths expectation.

66% of disadvantaged Year 4 pupils achieved MTC test.

50% of disadvantaged Year 6 pupils achieved Reading and Writing SATS expectation.

50% of disadvantaged Year 6 pupils achieved Greater Depth in Reading and Writing SATS expectation.

0% of Year 6 pupils achieved SATS Maths expectation.

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. In our school, disadvantaged pupils achieve well. By the end of KS2 100% of PP children achieved expected standard in reading and writing. 50% pupils achieved Greater Depth in Reading and

Writing. 1 PP pupil did not achieve age related expectations in maths. We had no pupils in EYFS who were entitled to the Premium Grant. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and Trust level.

The PP lead, the senior leadership team, class teachers and teaching assistants work closely with PPs and their families. Additional communication and resources were implemented where necessary. PP children received additional funding towards extra-curricular visits and sporting events. Absence for disadvantaged pupils was 4.3%, which was in line with the national and local percentages of absence. We are supported through the Local Authority Education Welfare Service and utilise support through the DfE Attendance Hubs where we share best practice on strategies to support and improve attendance for all groups of pupils.

Pupils in receipt of PP are allocated a place in free after school tuition run weekly by a member of SLT. This has been used to boost outcomes and possibilities for GD.

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

Service pupil premium funding (optional)

*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***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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