

Pupil premium strategy statement – Ravens Wood School

This statement details our school's use of pupil premium (and recovery 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	1133 (Years 7-11) of which 157 are eligible for PP (Note: total number of pupils 7 –13 is 1595)
Proportion (%) of pupil premium eligible pupils	(7 – 11) 13.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Melanie Lester Headteacher
Pupil premium lead	Michael Snell Deputy Headteacher
Governor / Trustee lead	Sam Dossetter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165287.50
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£165287.50

Part A: Pupil premium strategy plan

Statement of intent

At Ravens Wood, we will ensure that each and every student receives an exemplary education and maximises their personal and educational achievements regardless of their background or economic circumstances. It's only by achieving this that we will have achieved our goal of 'excellence everywhere'.

Our principles

1. We will focus on 'quality first' teaching and learning the 'everyday, rather than the extras'. This approach to disadvantaged provision is in recognition of the uniquely differing needs of our disadvantaged cohorts.
2. We will retain an environment and culture of inclusivity - all pupils should be proud members of the school regardless of being from economically disadvantaged background or not.
3. We will focus on individuals: the provision required for a high performing, high prior attaining disadvantaged student will differ significantly from the needs of a low attending, high pastoral needs disadvantaged student, and any disadvantaged strategy that simply offers both students the same provision is unlikely to be successful. Not all disadvantaged students join the school with the same disadvantages, needs or potential. There are inherent trade-offs in supporting disadvantaged students that need to be managed on an individual basis i.e., the balance between intervention and inclusion/engagement and attainment results and 'broad and balanced curriculum'.
4. We will address the unique challenges for disadvantaged students caused by The Pandemic: The Pandemic has affected disadvantaged students significantly and as such, a bespoke, targeted strategy is more important than ever to ensure our disadvantaged students aim high and move onto their desired next steps. This includes targeted support through the National Tutoring Programme.
5. We will not shy away from the challenges: We know closing the disadvantaged gap is fraught with challenges. We may not be successful first time, but we need to embrace these challenges to learn, course-correct and ultimately achieve our ambitions in this area.
6. No family left behind: we will ensure our definition of "disadvantaged" isn't narrowed to only include "Pupil Premium" students as formally defined by DfE.
7. Most importantly, we will build on our approach and the delivery of our KS3 curriculum, which fosters awe and wonder. The quality of everyday experiences for disadvantaged students during their formative KS3 years will have the greatest long-term impact on raising both attainment and progress.
8. Research (e.g., The Endowment Trust) shows that a 'general ethos and culture of excellence' and 'high quality of teaching for all' (i.e., environmental factors) make the largest impact on the attainment of disadvantaged students, alongside 'attendance' and 'focus on core reading and writing skills'. 'Meta-cognition and self-regulation' (i.e., engagement) is also identified as a key success factor. We will reflect this in our PP budget allocation i.e., support initiatives that create the right environment and support engagement, and inclusive strategies for improving core reading and writing, alongside individual intervention where necessary.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy: our observations alongside student performance in speaking assessments suggest that disadvantaged students have under-developed oracy skills. This is a result of a lack of opportunity to have multiple, meaningful interactions where talk is structured. Our work with School21 is supported by research carried out by Cambridge University.</p> <p>This issue can result in students being under-prepared when it comes to assessment or interview at University and therefore impacting on their future aspirations</p>
2	<p>Reading: assessments, observations and discussion with staff indicates that disadvantaged students, in line with the national picture, generally have lower levels of reading comprehension than their peers. This impacts progress in all subjects.</p> <p>On entry to Year 7 our standardised tests indicate that disadvantaged students have an average stanine of 5.7 compared to 6.4 of non-disadvantaged peers.</p>
3	<p>Enrichment, Well-Being and Cultural Capital: our experience and observations suggest that there are barriers to disadvantaged students accessing enrichment opportunities and a lack of exposure to experiences which would enhance their cultural capital.</p> <p>This can negatively impact on their feeling of belonging in our community and deprive them of the chance to contribute positively to the life of the school in an area that they excel/enjoy. Furthermore, a lack of cultural opportunities can hinder personal development and present a barrier to accessing learning material, particularly at the higher 'Pinnacle' level. This issue has been exacerbated due to the pandemic.</p>
4	<p>Attendance: data between September 2019 and Summer 2023 indicates that attendance among disadvantaged pupils has been around 2.5% lower than for non-disadvantaged students.</p> <p>We know that absenteeism has a negative impact on the progress of our disadvantaged students. It therefore remains a key area of focus.</p>
5	<p>Progression and Careers: our experience suggests that disadvantaged students do not benefit from the family connections, guidance and employment opportunities that others typically do. This can have a significant impact on both their further education and employment prospects. It can also lead to students settling with jobs and placements that are not suitable.</p>
6	<p>Mathematics: the maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p>

	Internal and external (where available) assessments show that a gap remains. In 2023, the Y11 cohort achieved +0.13 progress, yet disadvantaged students had a progress score of -0.77. This closed considerably in 2024 (whole cohort -0.06 against disadvantaged -0.02) but a gap still remains with existing internal data for other year groups.
7	Our observations and work with pupils, families and other agencies have identified wellbeing, social and emotional issues for many pupils. This is partly driven by concern about catching up on 'lost' learning and exams/future prospects, and the lack of enrichment opportunities during the pandemic. These challenges particularly affect disadvantaged pupils and can have a negative impact on attainment.
8	Our observations suggest many lower attaining disadvantaged pupils lack effective engagement in lessons and much of their activity is passive leading to little or no learning. This has been seen across the curriculum, particularly in maths and science.
9	<p>Writing: The writing attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with extending writing tasks.</p> <p>Assessments on entry to year 7 in 2021 and 2022 indicate that approximately on average 47% of our disadvantaged pupils arrive below age-related expectations compared to on average 30% of their peers.</p> <p>Additionally, the current Year 7 non-disadvantaged cohort have an average scaled score of 107 from their KS2 SATS (reading) compared to 103 for disadvantaged students.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, the number of DA students completing the EBacc qualification will be comparable to their non-DA peers. In 2024 77% of the whole cohort were entered for the Ebacc and 65% of DA students were)</p> <p>By the end of our current plan at least 26% of disadvantaged students will achieve a 'strong' pass in the Ebacc (22% in 2024). The 2024/25 KS4 outcomes demonstrate that there has been a 3-year trend in disadvantaged pupils achieving</p>

	higher Attainment 8 and Ebacc average point scores.
Improved reading comprehension among disadvantaged pupils across Years 7 and 8.	Reading comprehension tests, including the GL NGRT assessment, demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book reviews.
An increased number of disadvantaged students are involved in enrichment opportunities and cultural experiences.	By the end of the current plan in 2024/25, a greater percentage of disadvantaged students will be involved in at least one enrichment club and all disadvantaged students will have the opportunity to take part in a school trip, whether that be local, national or international.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. • By the end of the current plan there is a 3-year trend of the percentage of disadvantaged pupils who are persistently absent being reduced and significantly below that of disadvantaged pupils nationally.
All disadvantaged students in Key Stage 4 and 5 receive Careers and UCAS guidance, to ensure that they have the requisite support to make a successful transition to further education, apprenticeship or employment.	By the end of the current plan in 2024/25, all disadvantaged students will receive bespoke careers support and guidance from both internal and external experts. Students applying to university will receive one to one support throughout the process, alongside a specific support programme for students applying to Oxbridge/medicine. No disadvantaged students will be NEET (not in employment, education, or training) in Key Stage 4 or 5.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects, with a focus on Key Stage 4.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and continued use of standardised diagnostic assessments (CATS).</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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.</p> <p>We have implemented the NGRT assessments in reading and have used a nationally benchmarked Y7 maths assessment (via SPARKS). Additionally, all Y7 students have completed Cognitive Ability Tests.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	2, 6
<p>Quality First Teaching</p> <p>Adaptive Teaching</p>	<p>Ensuring all students, particularly disadvantaged students are taking an active part in lessons and maximizing cognitive engagement (Lemov). Whole school training within directed time and supportive monitoring will ensure that outcomes in all subjects improve.</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF</p>	1,6,9
<p>Collaborative planning time in departments</p>	<p>We have continued to timetable discreet time in the timetable for departments to meet and share strong practice regarding adaptive teaching and analysis of outcomes and next steps</p>	1,6,9
<p>The ongoing development of our Oracy and Epics curriculum, training staff to deliver and support Oracy in the classroom.</p> <p>This is taught in Year</p>	<p>School21 and Cambridge University developed an Oracy framework as part of an EEF pilot programme. One of their key findings was '<i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</i>'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 5, 7

7 and 8 Curriculum as a discreet subject one hour a fortnight		
Reading strategy and monitoring	<p>Following testing, all students in Year 7 below reading age (stanine 4 and below) are supported with either timetabled 6th form and teacher led reading sessions or small group reading sessions with the PD team in form time.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
<p>A range of approaches, as part of our whole school focus on Boys' Writing:</p> <p>10 minutes of focused writing in all lessons (minimum)</p> <p>Use of visualisers to model 'good writing'</p> <p>Teacher monitoring of performance and use of class data/seating plans to aid targeted in-class intervention.</p> <p>Regular book/folder reviews, in line with Review, Plan, Teach policy.</p>	<p>The EEF recommend that Teachers can break writing down into planning, monitoring and evaluation, and support students by modelling each step and Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.</p> <p>https://www.educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUID-ANCE.pdf</p>	9
<p>Careers officer and targeted careers and next steps interview.</p> <p>All students eligible for PP will have a careers interview in Year 10 and a follow up in Year 11</p>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	5
Make better use of assessment and screening for SEND needs, so that the needs of students are recognised and met in	We have invested in the training and screening capability of our PD dept. High quality screening and testing can provide reliable insights into the specific areas of need which individual students have. This information can in turn be used to communicate with staff the in-class support and scaffolding that students require,	1, 2, 3, 4, 5, 6, 7, 8, 9

the classroom and beyond.	alongside ensuring that any access arrangements are in place for assessments.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reading intervention programme at KS3,	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2, 5, 9
Continue the provision we used with the National Tutoring Program. Students will have 1:1 tuition online in English and Maths.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	ALL
Supporting students with their independent learning via Homework club and silent study sessions. Careful setting of appropriate, planned and structured homework tasks to provide a platform for progress.	The EEF toolkit shows that homework can have a positive impact at second-ary level (+5 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5, 8
Provision of revision guides, academic texts, topic lists and resources to all Pupil Premium students.	To support independent study and engage parental support. Ensuring that all Pupil Premium students have access to the materials and resources they require to succeed.	2, 4, 5, 7, 8
Targeted, small group intervention for students requiring support, on a half-termly basis.	A highly experienced English teacher and a maths graduate will oversee a bespoke provision, which is supported by the EEF recommendation on literacy and numeracy that Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7, 8 and 9. They will also support in KS4 https://educationendowmentfounda-	9

	tion.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	
Implementation of Future Frontiers program – An external organisation who support students with mentors from the business world	High quality mentors can support students to improve outcomes. Future Frontiers is a Programme which has a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers. Mentoring EEF	3,5, 7
Introduction of retrieval based electronic resources (Educake n Science and GCSE pod for English and wider revision)	Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning. EEF Digital Technology Guidance Report.pdf	7, 8

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

Budgeted cost: £25,287.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Appointment of an Attendance Champion in SLT.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Supporting disadvantaged students by purchasing PE kit and uniform where necessary	We have identified that some disadvantaged students do not have the required PE kit, which both prevents them from adhering to the school's expectations regarding uniform and a potential barrier to involvement in sports enrichment.	3, 4, 7
Work alongside the Bromley Trust Academy in reviewing our behaviour/pastoral provision and deliver CPD to staff.	The EEF has released a guide on 'Improving Behaviour in Schools' which highlights evidence which suggests that effective training for building classroom management expertise involves teachers or school staff: <ul style="list-style-type: none"> • Reflecting on their own approach. • Trying a new approach; and • Reviewing progress over time. https://educationendowmentfoundation.org.uk/public/files/Publications/Improving Behaviour in Schools.pdf	7

	org.uk/public/files/Publications/Behaviour/EEF_Improving behaviour in schools Report.pdf	
Supporting the wellbeing and mental health of all students through remodeling our Wellbeing Centre and employing an Emotional Literacy Support Assistant (ELSA)	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4,7
Library	We have refurbished and stocked the library to support our reading strategy. We will continue to prioritise disadvantaged students with access to materials and time for reading.	2,9
Extended School time with targeted subject interventions	<p>Extending the school day can support students with higher attainment. This can include study time and focused subject interventions</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2,6,9
<p>Payment support for extra-curricular activities</p> <p>Sports clubs</p> <p>Arts activities</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development and Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3

Total budgeted cost: ££200228.88

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged students during the 2023/24 academic year using national performance data at KS4, our own internal assessments and nationally standardised reading assessments.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged students was -0.19 (it was -0.88 in 2023). For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 41.09 (36.6 in 2023). See [DfE guidance](#) for more information about KS4 performance measures. 53.1% of the DA cohort achieved English and Maths at grade 4 or above. There has been a decrease in the disadvantaged gap and this has been pleasing to see given we have looked to prioritise and support DA outcomes over the last few years. We are continuing to support disadvantaged students with quality first teaching and evidence led interventions.

In 2024 65.6% (55% in 2023) of our DA cohort were entered for the EBacc suite of qualification compared to 43% nationally (2023). We intend to monitor this to ensure that all students are taking courses which are accessible and in their best interests.

Attendance for our disadvantaged students in 2023/24 was 88.1% compared to a whole school average of 91.8%, we continue to feel the lasting impact of the pandemic has affected our attendance but we have recently appointed an SLT attendance champion and reviewed policies in light of evidence to develop a robust system to increase attendance.

Reading remains an integral part of the school ethos. We want all students to be at their relevant reading age so they can access their lessons. We have brought into the NRGTT assessments and will continue to monitor outcomes with systemic testing to monitor and intervene with our phonics intervention and reading support using Teaching Assistants and 6th form mentors.

Strong behaviour and engagement in lessons continues to remain a focus of the school and to that end we have been continuing to support staff with CPD relating to adaptive teaching. We have invested in behaviour coaches to further ensure strong engagement in all lessons

We have made some changes to the strategies to meet our intended outcomes on 2024/25. We feel we are largely on course to achieve the outcomes that we set out to achieve. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider
Duke of Edinburgh	
LAMDA	
Bromley Youth Music Trust	BYMT

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- To further develop our whole school approach to feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We have relaunched our review plan teach model with input from Middle leaders at curriculum away day
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Regular meetings with disadvantaged students to better understand their personal views around the nature of support that they have received, that has been offered and what they believe they would benefit from. This takes into account that one size does not fit all and the importance of disadvantaged students having a voice and taking ownership of their learning.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh Award, LAMDA, Music lessons), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Periodic reviews of student access to IT and connectivity, in an effort to eliminate any digital divide.
- Year 9 Options process to include explicit and bespoke approach for disadvantaged students, to ensure that they are supported throughout the process and can make informed decisions. this will include 1-1 interviews
- A review of student recognition/achievement. Monitoring how many achievement points and recognition our disadvantaged students receive versus their peers.
- All PP students will be screened to identify any extra learning needs and appropriate Access Arrangements will be implemented where necessary
- All year groups will have Raising Achievement Evening with parents and carers invited into school to see how we support their child.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we have evaluated what strategies have been successful and which ones we would like to continue with, in light of the pandemic and the impact it has had on both students and our intended plans.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. Our experience during partial school closure during the pandemic has also been instrumental in finalising our new strategy.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.