

Ravensworth Terrace Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2025-26 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

Detail	Data
School name	Ravensworth Terrace
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Ramanandi Headteacher
Pupil premium lead	Laura Shepherdson, Deputy Headteacher
Governor / Trustee lead	J Scott, Pupil Premium link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,734
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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
6. Cultural capital development

The most important challenge for pupil premium children to overcome, to make good progress and attainment, is attendance. 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 recent, relevant educational research 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 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:

- Act early to intervene at the point need is identified
- Support families to ensure that all children, including disadvantaged pupils, 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 historic attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments, observations and safeguarding analysis indicates that absenteeism, trauma experiences and or social disadvantage negatively impacts disadvantaged pupils' progress and across all year groups, attendance of disadvantaged pupils is lower than that of their non-disadvantaged peers.</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</p>

	markedly increased during and after the pandemic. Out of the children accessing pastoral support for Social and Emotional Needs 67% are classed as being disadvantaged.
3	<p><u>Phonics, Reading and Oracy</u></p> <p>Phonics Screening results in 2025 were 55%. 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 47% 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>Many of our disadvantaged children do not have the rich and varied experiences 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>Attendance</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

	<p>pupils and their non-disadvantaged peers being reduced by 5%.</p> <ul style="list-style-type: none"> • The percentage of pupils classed as persistently absent being below 5%.
<p>Age-Appropriate Social Progress</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. • 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>Academic Progress</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. By 2025/26:</p> <ul style="list-style-type: none"> • Disadvantaged children will have made good progress from their baseline phonics score.
<p>Extra-Curricular/ Enrichment opportunities</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 2025/26:</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 nonattenders, the barriers faced and a process for supporting these children to attend. • 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.

	<p>Renewed enrichment opportunities for disadvantaged pupils show a greater increase in participation.</p>
Improve oral language skills, vocabulary and spelling.	<p>Teachers received oracy training to help implement strategies for improved oracy. Student Outcomes will include:</p> <p>Improved Speaking and Listening Skills: Students develop confidence in expressing ideas clearly and listening actively.</p> <p>Enhanced Cognitive Development: Oracy supports reasoning, problem-solving, and critical thinking through structured dialogue.</p> <p>Better Academic Performance: Strong oral skills often correlate with improved literacy and comprehension.</p> <p>More Inclusive Participation: Strategies like structured talk and dialogic teaching encourage all students to contribute.</p> <p>Collaborative Learning: Group discussions and peer feedback become more effective, fostering teamwork</p> <p>Pupils' oral language skills, vocabulary and spelling to be enriched, improving outcomes for children.</p>

Activity in this academic year (2025-26)

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: £70,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils - Teachers to follow RTPS Big 12.	<p>EEF</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that we consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p>	1,2,3,4
Embedding an Inclusive Culture	Belong RTPS creates an enabling, proactive & predictable environment where learning can be optimised. Trauma Informed Relational Practice underpinned by the Principles of Nurture ensures children feel psychologically safe. Skilled staff adapt teaching to meet needs of children.	1,2,3,4,5,6

<p>Regular writing moderation alongside staff coaching to enhance the teaching of writing for all pupils thereby improving outcomes of disadvantaged children.</p>	<p>EEF Supporting high quality teaching is pivotal in improving children's outcomes. EEF research tells us that high quality teaching can narrow the disadvantage gap. teacher PD should be structured, facilitated activity for teachers intended to increase their teaching ability.</p>	<p>2, 3, 4</p>
<p>Ensure consistent phonics delivery across EYFS and KS1, ensuring children have the opportunity to complete catch up, keep up and Bridge to Spelling programmes.</p>	<p>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. Approaches using phonics, orthographic (graphotactic or orthographic phonological spelling rules), and morphological instruction has a moderate to high impact on spelling performance.</p> <p>By building a complete programme around the original content of Letters and Sounds, Little Wandle Letters and Sounds Revised provides schools with a full programme they can follow with fidelity, secure in the knowledge that its practices and materials have proved highly successful.</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>

<p>Monitoring of disadvantaged children so that well-being, readiness to learn and performance levels are high.</p>	<p>The House of Commons Public Accounts Committee (2025) affirms that a strong evidence base underpins the Pupil Premium. It highlights the need for schools to monitor spending and impact to ensure value. An empowered senior leader (as suggested by Sir John Dunford's frameworks) overseeing Pupil Premium demonstrates better-targeted support for disadvantaged pupils.</p>	<p>1,2</p>
<p>Monitor and review the use of Zones of Regulation in all classes, cross referenced with PSHE and RISE session input.</p>	<p>EEF research states that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	<p>1,2,3,5</p>
<p>Trauma Informed Relational Practice</p>	<p>Trauma Informed Relational Practice underpinned by the Principles of Nurture ensures children feel psychologically safe. Skilled staff adapt teaching to meet needs of children.</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £80,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for children who have SEND and are disadvantaged.	<p>John Dunford Research shows that a Pupil Premium Champion from senior leadership will ensure the most positive outcomes for PP children.</p> <p>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 should provide children with the necessary tools to make progress.</p>	2,3,4
Continue Keep up/ Rapid catch-up reading interventions and continue '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 gaps.	2,3,4
Interventions- Lexia program	Lexia - Individualised instruction EEF In a recent case study , researchers from RAND found students starting below academic level who used Lexia programs (Core5 and/or PowerUp) made substantial progress toward accessing year group level content by the end of the year.	2,3,4
Talk Boost intervention	Talk Boost - Oral language intervention EEF	

Jungle Journey	Jungle Journey - TA intervention EEF +4	
Reading Plus Years 5&6	To ensure reading success, all students need to perform to high standards. Alignments to rigorous curriculum frameworks and correlations to commonly used assessments help ensure that Reading Plus provides the best learning outcomes for all students.	
Phonics club after school Y1/2 children	Fab Phonics group data - children attending extra provision aids success in repetition of phonics screening.	

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 through the RISE initiative and ELSA sessions. Zones of Regulation are discussed and embedded in classes whereby	<p>Evidence shows that PSHE education can improve the physical and social wellbeing of pupils. Pupils with better health and wellbeing achieve better academically.</p> <p>RISE work directly with young people who need structured support and work alongside teachers to plan lessons and deliver training in how to manage specific mental health issues. By enabling professionals and parents to better</p>	1,2

<p>children can identify which zone they're in and regulate themselves.</p>	<p>support young people's wellbeing, they aim to support more young people in the long term.</p>	
<p>After school sports clubs - Football, Basketball, Fast Feet, Dodgeball, Multi sports, Archery and Dance. Other clubs - Relax kids, Forest club, ArtVentures (Art club)</p> <p>School invites PP children to attend a club if they haven't been involved in one the previous half term at a discounted rate.</p>	<p>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.</p>	<p>5, 6</p>
<p>Maintain and run a breakfast club. (National School Breakfast Club)</p> <p>Children are identified for and encouraged to attend breakfast club.</p> <p>Amazon breakfast hampers are also assigned to certain families during holiday times and access to HAF (Holiday Activities with Healthy Food) club is provided</p>	<p>EEF (+2) Children who are hungry are not ready to learn.</p>	<p>1, 2, 5</p>

for selected families.		
School office staff allocated to attendance phone families at 9.30am if pupil not in school and offers support. Works closely with SLT and pupils below 95% 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. Having a 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

Total budgeted cost: £152,734

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:

Attendance will continue to be a focus for next year.

Phonics: Y1 Phonics screening - 55% passed overall which is a decline on the previous two years. New focused timetables have been put into place to ensure rigour for all and appropriate catch up can take place. Out of the 26 children who didn't pass, 6 have SEN needs and 11 are on the Pupil Premium register. Two of the children have EAL needs. These children who haven't passed are having intensive input on blending and will continue this support moving into Y2 this academic year and will be targeted through the 'keep up' Little Wandle programme.

Visits and Outdoor Learning

This year we have had a further 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, Durham university, South Shields beach and Yorkshire (PGL) for Y6 residential. Staff continue to look for opportunities to ensure all children experience a range of cultural, creative and social opportunities before they leave our school: 'Things to do before leaving RTPS'.

Our PSHE curriculum has 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 challenge issues such as gender stereotypes and opportunities and equality for all regardless of gender type. The number of Pupil Premium children attending after school clubs/enrichment opportunities continually increased over the year which they accessed 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 as well as the HAF club during holiday periods and a holiday swimming club which provides meals for the families who attend.

The school has been chosen as a hub for RISE practitioners. Last year, throughout the autumn term, all classes have accessed class, group or 1:1 sessions on dealing with and developing emotional wellbeing strategies as well as providing sessions for

parents and carers. We hope to support our most vulnerable families in coping with mental health and wellbeing.

All staff have accessed Trauma Informed training and Relational Practice. Trauma-informed approaches helped staff understand how adverse experiences affect behaviour and learning. This led to more empathetic responses and proactive strategies to support pupils leading to children feel safer and more understood, reducing anxiety and improving engagement in lessons.

Externally provided programmes

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

Programme	Provider
TTRockStars/Numbots	TTRockStars/Numbots
Little Wandle Phonics	Little Wandle
Accelerated Reader	Renaissance Education
Reading Plus	Reading Solutions UK
Jigsaw RE	Jigsaw Education Group
Doodle Learning	Doodle Learning
Grammarsaurus	Grammarsaurus