

Pupil premium strategy statement – Ravens Wood School

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	1139
Proportion (%) of pupil premium eligible pupils	14.5% (166)
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)	2025-26 2026-27 2027-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Melanie Lester (Headteacher)
Pupil premium lead	Michael Snell
Governor / Trustee lead	Sam Dossetter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 194,285.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£194,285.00
<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

Our aim is to ensure that all disadvantaged pupils access an ambitious, knowledge-rich curriculum and achieve strongly, leaving school well prepared for their next steps in education, employment and life. Guided by our *Black and Green Values*, we are committed to removing barriers to learning so that every pupil can thrive, contribute positively to the school community and reach their full potential.

Our strategy focuses on four priorities: improving access to the curriculum through strong literacy, numeracy and oracy; ensuring pupils are ready to learn through good attendance, wellbeing and engagement; securing ambitious attainment, progress and destinations; and strengthening parental engagement to sustain improvement.

We take a tiered, evidence-informed approach that prioritises high-quality teaching, targeted academic support and wider strategies that promote attendance, wellbeing and aspiration. Our actions are closely aligned with the *Black and Green Values* and the school's wider improvement priorities, ensuring that every disadvantaged pupil benefits from the same ambition, care and opportunity as their peers.

Challenges

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

Challenge number	Detail of challenge
1	Accessing the Curriculum - Reading Writing, Numeracy and Oracy
2	Being ready to learn - Attendance, learner engagement, wellbeing, Enrichment and Cultural Capital
3	Achievement outcomes – Attainment Progression and destinations
4	Parental Engagement – encompassing all of above.

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
Disadvantaged pupils access an ambitious, well-sequenced curriculum with improved literacy, numeracy and oracy skills enabling full participation and progress across all subjects.	<ul style="list-style-type: none"> - Reading data show gaps narrow year-on-year. - Attendance at Maths support classes is high from PP Students - Writing assessments show diminished gap - Improved outcomes in English and maths assessments. - Learner Engagement Grade shows no difference between PP students and non PP students - Student voice demonstrates students Oracy curriculum supports PP leaners
Pupils are ready to learn each day through improved attendance, punctuality, engagement and wellbeing, supported by enrichment and cultural capital opportunities.	<ul style="list-style-type: none"> - Attendance and persistent absence rates for disadvantaged pupils move in line with national averages. - Engagement indicators (including pupil voice) demonstrate PP students are in line with peers - Participation in enrichment, cultural trips and leadership activities that reflect the <i>Black and Green Values</i> are similar to non PP peers
Disadvantaged pupils achieve ambitious progress and attainment outcomes, matching or exceeding peers nationally and progressing successfully to sustained post-16 destinations.	<ul style="list-style-type: none"> - Progress 8, EBacc and attainment gaps reduce year-on-year. - Key indicators for outcomes for Pupil Premium students are the same as their non-disadvantaged peers. - 100% of disadvantaged pupils secure suitable post-16 destinations.
Parents and carers are active partners in supporting learning, attendance and aspiration, reinforcing the <i>Black and Green Values</i> at home and in the wider community.	<ul style="list-style-type: none"> - Improved attendance at parent events. - Positive feedback from parents and carers regarding partnership and communication.

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD on Adaptive Teaching and	Adaptive Teaching: The EEF highlights the importance of responsive, adaptive instruction that	1, 3

<p>consistent feedback (delivered during PD Days and PIP sessions)</p>	<p>adjusts to pupils' needs and supports improved outcomes, especially for disadvantaged pupils.</p> <ul style="list-style-type: none"> Feedback: The EEF finds that high-quality feedback can lead to +6 months' progress, particularly when it is specific, timely and linked to learning goals. (EEF Teaching & Learning Toolkit: Feedback) The EEF's Pupil Premium Guide emphasises that high-quality teaching is the most powerful lever schools have to improve outcomes for disadvantaged pupils. 	
<p>Collaborative planning time in departments (off-timetable allocation)</p>	<ul style="list-style-type: none"> The EEF's Effective Professional Development guidance identifies collaborative planning and joint problem-solving as mechanisms that enhance teaching quality. Collaboration strengthens consistency of instructional approaches, supporting adaptive teaching and shared strategies for addressing barriers. 	<p>1, 3</p>
<p>Discrete Oracy Lessons in Years 7 and 8 (one hour per fortnight)</p>	<ul style="list-style-type: none"> EEF guidance on Improving Literacy in Secondary Schools emphasises structured talk, language development, vocabulary instruction and disciplinary literacy—all foundational components of oracy. These approaches particularly support disadvantaged pupils who may begin with vocabulary or communication gaps. 	<p>1,3</p>
<p>Ensuring robust, consistent homework (updated whole-school policy)</p>	<ul style="list-style-type: none"> The EEF identifies homework as having a high impact (+5 months' progress) at secondary level when tasks are well-designed, linked to class learning and supported by feedback. (EEF Teaching & Learning Toolkit: Homework) Homework supports independent learning, self-regulation and retention of key knowledge, benefitting disadvantaged pupils. 	<p>1,3,4</p>
<p>Careers guidance for all disadvantaged pupils in Y10 & Y11 (1:1 meetings and monitoring destinations)</p>	<ul style="list-style-type: none"> The EEF's tiered model recognises that wider strategies—such as high-quality careers guidance—are important for overcoming non-academic barriers to success. Structured advice supports pupils' readiness for post-16 pathways, particularly those without strong access to external guidance. 	<p>2</p>
<p>Screening all disadvantaged pupils for Access Arrangements</p>	<ul style="list-style-type: none"> This aligns with the EEF focus on early identification of learning needs, ensuring pupils can fully demonstrate their knowledge in assessments. 	<p>3</p>

	<ul style="list-style-type: none"> • This supports principles of adaptive teaching, equity, and barrier-removal emphasised throughout the EEF's Pupil Premium guidance. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a maths tutor to work with individual students weekly	The EEF identifies one-to-one and small-group tuition as one of the most effective forms of targeted academic support, leading to an average +4 months' progress. This approach is particularly impactful for disadvantaged pupils, who often benefit from structured, intensive and personalised instruction that closes gaps more rapidly. (EEF Teaching & Learning Toolkit: Small Group Tuition)	1,3
Employ an English tutor for disadvantaged students in Year 11 before the exam series	Targeted literacy tuition is strongly supported by the EEF, which notes that structured interventions — especially for pupils approaching exams — can lead to rapid gains. Disadvantaged learners often begin KS4 with weaker literacy foundations, making precise, high-quality English tutoring a high-leverage strategy to support exam readiness. (EEF Literacy Guidance, KS3–4)	1,3
Extra reading support for disadvantaged students in KS3, including reading aloud to adults	The EEF shows that reading comprehension strategies can provide +7 months' progress, and that disadvantaged pupils particularly benefit from additional adult modelling, vocabulary instruction and structured reading practice. Early intervention in KS3 is strongly encouraged to prevent widening literacy gaps. (EEF Teaching & Learning Toolkit: Reading Comprehension Strategies)	1,2,3
Easter School: targeted catch-up for	Increased instructional time, when structured effectively, provides meaningful gains for pupils who have fallen behind. The EEF's approach to Targeted	1,3

exam classes and disadvantaged pupils	<p>Academic Support emphasises that additional learning time is most effective when:</p> <ul style="list-style-type: none"> • it supplements classroom teaching, • focuses on specific knowledge gaps, and • is delivered by trained staff. <p>This is particularly beneficial for disadvantaged pupils who may need intensified pre-exam consolidation.</p>	
Saturday School: additional sessions in Core subjects during the exam period	<p>This aligns closely with EEF evidence on small-group tuition and structured revision. Disadvantaged pupils often have fewer opportunities for supported study outside school, so Saturday School provides a valuable academic safety net, enabling targeted reteaching, guided practice and retrieval support.</p>	1,3
CPD for staff delivering interventions	<p>The EEF states that high-quality teaching is the most important factor in improving outcomes for disadvantaged pupils. For targeted interventions to be effective, staff must be:</p> <ul style="list-style-type: none"> • well-trained, • aligned with classroom teaching, and • supported through structured professional development. <p>Strong CPD ensures that tutoring and targeted support are delivered with fidelity and expertise. (EEF Effective Professional Development Report)</p>	1,2,3
Bedrock Learning to support reading and vocabulary development	<p>The EEF emphasises that explicit vocabulary instruction, structured reading programmes and disciplinary literacy are highly beneficial for closing language gaps for disadvantaged pupils. A consistent, whole-school platform supports equitable access to academic language. (EEF Improving Literacy in Secondary Schools)</p>	1,3,4
Providing pupils with essential learning resources (calculators, revision guides, etc.)	<p>The EEF's tiered model stresses the importance of removing non-academic barriers that disproportionately affect disadvantaged pupils. By ensuring access to essential equipment and revision materials, the school promotes equity and enables disadvantaged pupils to fully participate in learning, homework and exam preparation.</p>	1,4
Future Frontiers mentoring programme	<p>As per the EEF's "Wider Opportunities" tier, this supports disadvantaged pupils with guidance, aspiration, and post-16 planning. Structured</p>	2,4

for disadvantaged pupils	mentoring has been shown in research to increase engagement and future readiness for students who may otherwise have limited access to professional networks.	
Educate in Science to support retrieval-focused homework and practice	The EEF finds that well-designed homework at secondary level leads to +5 months' progress, particularly when linked explicitly to class learning and retrieval practice. Digital platforms can support disadvantaged pupils by providing structured, accessible, curriculum-aligned practice outside of lessons. (EEF Teaching & Learning Toolkit: Homework)	3,4

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

Budgeted cost: £ 34,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted wellbeing support delivered through the school's Wellbeing Hub	The EEF's Improving Behaviour in Schools guidance highlights the importance of early, proactive support for pupils experiencing social, emotional or behavioural challenges. Effective pastoral systems reduce barriers to learning, particularly for disadvantaged pupils who may have limited access to external wellbeing services. Improved wellbeing increases engagement, attendance and readiness to learn.	2,4
Supporting disadvantaged pupils' participation in enrichment, trips and extracurricular activities that build cultural capital	The EEF's Pupil Premium Guide emphasises that wider strategies, including enrichment, improve engagement and motivation for disadvantaged learners. The EEF's evidence on Extended School Time also shows positive academic and social outcomes when pupils access high-quality extracurricular activities. These experiences help close cultural capital gaps that disproportionately affect disadvantaged pupils.	2,4
Increasing staffing capacity in PE to ensure full participation in	Structured physical activity contributes to improved wellbeing, behaviour and engagement (EEF:	2,4

fixtures, teams and structured physical activity	Improving Behaviour in Schools). Disadvantaged pupils often participate less in organised sport outside school, so overstaffing ensures equitable access to teams, enrichment and activities that build belonging, resilience and connection to school.	
Providing essential learning resources (books, calculators, revision materials) to remove financial barriers	The EEF stresses that removing non-academic barriers is crucial for disadvantaged learners. Access to basic learning equipment enables full participation in lessons, supports independent study and strengthens learning routines. This also links with EEF evidence on homework (secondary homework: +5 month	2,3,4
ELSAs delivering structured emotional literacy and SEMH support for disadvantaged pupils	The EEF identifies Social and Emotional Learning (SEL) as a high-value approach (+4 months) when delivered by trained staff and embedded within a whole-school framework. Disadvantaged pupils often have greater SEMH needs, and structured ELSA interventions support self-regulation, emotional literacy and positive relationships, improving readiness to learn. (EEF: SEL Toolkit)	2

Total budgeted cost: £ 194,285

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024/25 academic year, the school conducted a comprehensive analysis of outcomes for disadvantaged students, drawing on national KS4 performance data, internal assessment information and nationally standardised reading assessments. Although Progress 8 was not published in 2025, attainment measures indicate clear improvement in key headline metrics for disadvantaged pupils. The proportion achieving a grade 5+ in English and Maths increased from 34% in 2024 to 36% in 2025, while those achieving 4+ in English and Maths rose significantly from 53% to 61%, demonstrating strengthened performance in core subjects. The overall Attainment 8 score for disadvantaged pupils was 39.8, remaining broadly stable year-on-year and continuing to perform well above 2023 outcomes. Entry to the EBacc and the number of GCSE qualifications taken by disadvantaged students remained above national averages, and 30% achieved the EBacc at grade 4, performing comparably with non-disadvantaged students nationally (30.4%).

Wider performance indicators also show positive trends. Reading outcomes in Year 8 improved by an average of five months, based on national standardised assessments, reflecting the impact of targeted literacy interventions. Attendance for disadvantaged pupils remained at 88%, broadly in line with the previous year, and continues to be a strategic priority as we benchmark against national measures. Classroom engagement, monitored through our new whole-school system, shows disadvantaged pupils only slightly below their non-disadvantaged peers, indicating sustained improvement in attitudes to learning. Overall, the evidence reflects continued strengthening of outcomes for disadvantaged students, alongside clearly identified priorities for further improvement.

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
LAMDA	
DoE	

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A