

Pupil Premium and Recovery Statement – Revoe Learning Academy

This statement details our RLA'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025- 2026 to 2024/20252028- 2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Paul Osborne</i> , Headteacher
Pupil premium lead	<i>Carley Preston</i> , Deputy Headteacher
Governor / Trustee lead	<i>Andrew Hurley</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,050
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£348,050

Part A: Pupil premium strategy plan

RLA's Statement of intent

At RLA, our ultimate ambition is that all pupils, irrespective of their background circumstances, are happy, self-aware learners who can stand 'shoulder to shoulder' nationally with their peers, in terms of both academic performance and personal development.

Blackpool is ranked the most deprived area (IMD 2019) out of 317 districts and unitary authorities in England when measured by the average LSOA rank and also by two of the four other measures. Revoo serves the most deprived wards in Blackpool, and in England (IMD 2019). 90% of our current pupils live in the lowest 5% of the most deprived areas nationally, 78% of those pupils resided in the lowest 1% nationally.

The focus of our pupil premium strategy is to support disadvantaged pupils, and their peers, to reach their potential, including achieving excellent progress, irrespective of their starting point. Every effort is made to nurture positive, respectful relationships and to give young people the sense of belonging in our diverse community.

We use strong multi-agency intelligence to understand and consider the challenges and barriers faced by our children, including vulnerable children such as those who have a social worker, and work collaboratively with partners to co-produce strategies to support the removal of their educational and well-being barriers.

High-quality teaching, complemented by specific, timely additional and developmental interventions, is at the heart of our Pupil Premium Strategy's intent, implementation and impact, with a focus on areas in which disadvantaged pupils require the most support for them to achieve and be next stage ready. This is proven to have the greatest impact on closing the disadvantage attainment gap and achieving excellent progress and attainment outcomes for all.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Ultimately, our plans outlined in this statement will support the excellent progress of all of our children; and support their unique needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

The key principles of our Strategy and Plan are to:

- Nurture positive attitudes and relationships so that all pupils engage with their learning and believe they can achieve
- Improve our pupils' English Literacy and Numeracy skills
- Improve our pupils' attendance and punctuality
- Improve personal development opportunities so that all pupils widen their experiences and achieve their full potential
- Improve life chances so that when our pupils leave RLA, they are successful, self-aware learners, able to thrive at Key Stage 3 and beyond
- Teach without ceilings to ensure that all pupils are challenged in their learning
- Timely intervention to intervene at the point a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details RLA's key challenges to achievement that we have identified among our disadvantaged pupils.

	Detail of challenge
1	Quality of Outcomes. Assessments and monitoring insights confirm: - Many of our pupils, including disadvantaged pupils, have underdeveloped skills and knowledge resulting in attainment at Key Stages being below and well below national eg KS2 2023 38%; 2024 58%; 2025- 46.4% combined - Teacher development is a priority, with the aim of all teaching to be consistently good across RLA - Some families enter RLA without high expectations of and value for education.
2	Attendance and Punctuality Rates of Pupils. Data analysis, PWS, and multi-agency intelligence confirm that: - Attendance and punctuality of some pupil's rates are significantly low, reducing access to RLA provision and teaching and learning opportunities. - Complex family circumstances contribute to poor attendance.
3	No/Low English literacy. Insights, observations and assessments, EYFS Baseline, SALT and RWI confirm: - Family and child language and literacy skills are low, with a significantly high percentage of our children working below national expectations on entry to RLA. - A high proportion of our pupils have a speech, language and communication need, which influences their ability to comprehend and access learning. - A high proportion of children join RLA with undiagnosed or unmet learning needs which in turn reduces academic progress. - A high proportion of children join RLA with no/low proficiency in English which hinders their ability to access learning; reducing pace of academic progress and requiring additional emotional and pastoral support.
4	Social Skills and Emotional Resilience. From our multi-agency partnerships, assessments, including referrals, confirm: - No and low Literacy skills, particularly effective language and communication skills often impacts on pupils (and their family's) ability to resolve differences and make appropriate choices. - Some families demonstrate attachment related behaviours which impact on their attitudes, behaviours and routines. - Many pupils and their families who join RLA have had negative and or multiple experiences of school and life, impacting on their confidence, attitude and engagement in learning. - Some children engage in anti-social and offending behaviour in the community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts holistically. - Some pupils have SEMH characteristics because of complex, family SEMH needs and or substance misuse requiring multi agency support. These environmental factors can have a detrimental impact on their aspirations and academic progress, and that of their peers. Many lack confidence in themselves and their ability and do not have the resilience to cope with setbacks and face new challenges.
5	Pupil Mobility. Data analysis, multi agency intelligence, insights and discussions confirm: We have significantly higher than average in-year admissions and leavers, typically averaging around 120 - 130 pupils (127 pupils 22.23; 130 pupils 23.24; 132 pupils 24:25). Many of our NRAs tend to have English as a second language (60% EAL), with some having no experience of

	school previously. This requires additional support with induction, classroom support and resource deployment as well as ensuring good attendance and punctuality habits. • Many of our NRAs enter school not working at age related standards (24.25: 65%) approx. 15% of NRAs arrived at RLA who were ARE. Approx 54% are significantly below ARE) • Some NRA children, on entry, have experienced multiple schools, or have received no formal education at all within their young lives. This impacts on their sense of belonging, as well as their readiness to settle and learn, further compounded by family transience, often resulting in families who have difficulties in trusting and engaging with RLA for their own personal reasons.
6	Undiagnosed and/or Unmet SEND alongside high numbers of children with SEND needs. From admissions, Engagement information, assessments and observations, including our stable cohort: • A high proportion of children have undiagnosed and / or unmet additional needs which in turn reduces academic progress, engagement and impacts on their emotional wellbeing, relationships with peers and adults and their resilience. • 32.4% (Autumn 25) of our school community are children with SEND needs; 6% of these children have been provided with an EHCP.
7	Lack of opportunity to engage in cultural, social and wider personal development experiences. • The children's low Cultural Capital on entry can result in low aspirations, awareness and outcomes. • Children's prior experience and knowledge, in line with peers nationally, makes it difficult for them to make connections across the curriculum and build schemas.

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
<i>To achieve consistently good and impactful teaching across RLA</i>	Through insights, observations, pupil voice, data and external partners, teaching at RLA is consistently good supporting excellent outcomes.
<i>Improved reading attainment among disadvantaged pupils</i>	2028/29: By end of Year 3, 75% stable disadvantaged children to be able to read at age related standard (speed, fluency, purpose and pleasure) unless an additional need prevents this. By end of Year 6, Key Stage 2 outcomes in reading demonstrate that stable disadvantaged pupils are achieving at least in-line with the national KS2 expectations, unless an additional need prevents this. Progress by end of Key Stage 2 for stable cohorts in reading are within the top quintile.
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	2028/29: By end of Year 6, Key Stage 2 outcomes in Maths demonstrate that stable disadvantaged pupils are achieving at least in-line with national KS2 expectations, unless an additional need prevents this. Progress by end of Key Stage 2 for stable cohorts in Maths are within the top quintile.
<i>Improved writing standards so that all children, especially disadvantaged</i>	2028/29: By end of Year 6, Key Stage 2 outcomes in writing demonstrate that stable disadvantaged pupils are achieving at least in-line with national KS2 expectations unless an additional need prevents this.

<i>children, can access next stage of education, including Key Stage 3</i>	Progress by end of Key Stage 2 for stable cohorts in writing are within the top quintile
<i>Pupils to make accelerated progress across the EYFS</i>	All stable disadvantaged pupils to make good or better progress from their starting point on entry. Baseline; RWI data to support this.
<i>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</i>	Sustained high attendance from 2028-29 demonstrated by: The overall absence rate for all pupils being in-line or above national The percentage of all pupils who are persistently absent being significantly reduced and broadly in-line with national Reduction in fixed penalty notice and RLA case load.
<i>Y4 and Y5 Writing attainment</i>	Year 4 and 5: 90% of identified target WTS writers make accelerated progress and achieve ARE by the end of Y5
<i>Y4 Times tables performance</i>	Year 4: 70% stable disadvantaged pupils to achieve a score of 20+ on times table test.
<i>Phonics and Reading in Year 1 and for Year 2 re-sits</i>	Year 1 / 2 stable disadvantaged pupils to achieve at least in line with National
<i>Ensure a diverse and rich curriculum offer which supports Pupil's personal development</i>	Curriculum adaptations; Positive engagement and rich experiences across the curriculum offer; Wider selection and engagement of extra-curricular clubs, including FABS club; Opportunities for pupil leadership (Play Leaders; Pupil Leadership Team, Eco Warriors)

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: £138126

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1 x AHT roles, as well as lead teacher, designed to deliver instructional coaching model in phase teams, inc EYFS, to develop and enhance T&L, particularly in English and Maths. High quality CPD delivery to support consistently good teaching	Wealth of evidence supporting instructional coaching: EEF, ECT providers, TDT, Jim Knight, Dr D. Simms 'the best evidenced form of CPD. https://samsims.education/2019/02/19/247/ Proven leadership coaching model, as adopted by NPQs Sourced through either external / internal SIP. https://arkonline.org/sites/default/files/Ark%20Teaching%20School%20-%20what%20is%20leverage%20leadership.pdf Harvard publications/effect-teacher-coaching-instruction EEF Guidance reports: Improving Literacy in KS1 / KS2; Improving Mathematics in EYFS and KS1, and Key Stage 2 and 3; Effective Professional Development	1, 3, 7
SENDCO, through instructional coaching model, supporting effective T&L across the universal offer, including early identification of need, inc EYFS.	As above Embedding the 5 recommendations (SEND in mainstream) , particular focus on SEND recommendation 2 and SEND recommendation 3: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 3, 6
Use of HLTA to support targeted CPD to improve quality of education and curriculum provision.	Targeted, individual CPD provided for all staff, including teaching and learning, subject leadership and content knowledge, providing opportunities for action planning and the implementation of new strategies, ensuring high quality education for all. EEF Guidance report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 7

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

Budgeted cost: £133874

Activity	Evidence that supports this approach	Challenge number(s) addressed
To effectively deliver a systematic and synthetic phonic programme, including providing timely support	Engagement with EEF: effective deployment of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teaching of Systematic phonics	1,3,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Impact of RWInc: https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf	
<i>SLCN strategies / interventions delivered by in-house Elklan / WELLCOM/ Precision teaching by trained staff. Expert commissioned SALT on site for 2 days</i>	Elklan: https://www.elklan.co.uk/OurWork/ EEF: Recommendation 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Oral Language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Wellcomm is used to assess all children who have a speech and language need highlighted on rhw SEN register- as a result, targeted interventions are provided for individual childrens	1, 3, 6, 7
<i>Trained TAs delivering effective, targeted maths interventions (NCETM)</i>	Revoe are part of the mastering number pilot and the training will be disseminated to Teaching assistant colleagues. Revoe are actively engaged with our local maths hub CPD delivered to TAS using guidance taken from : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions DFE recommended resources: https://www.ncetm.org.uk/features/covid-recovery-primary-maths-resources/	1,3,4,6, 7
<i>To effectively deliver the 'Mastery of Number' programme across the school- Rec- Y6</i>	Adopting practice and training from DFE recommended project: https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/	1,3,4, 7
<i>To provide dedicated TAs to ensure age-appropriate reading outcomes</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Implementation of 'Fresh Start' delivery / style https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start Children to be able to accurately and fluently read and comprehend 'Toe by Toe' to be used as an intervention for those children who require further support, beyond the use of Synthetic phonics	1,3,7

Use of HLTA and TAs to deliver quality interventions, ensuring accelerated progress	https://www.fiveminutemath.net/ https://5minuteenglish.com/ ReadTheory Free Reading Comprehension Practice for Students and Teachers The Reading Ninja https://www.literacygold.co.uk/ Learning by Questions	1,3,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide a robust, expert Engagement, Pastoral and Safeguarding Strategy, which supports RLA's vulnerable families</i>	Due to the needs of the community and significant caseload, there is further requirements for RLA to support our families through Early help intervention whilst removing as many barriers as possible to support all children's education. At RLA, we are proud of the multi-agency partnerships that we have built and continue to build. Examples include: <i>Blackpool Football Community Trust; Lancashire Police; Blackpool Health; Blackpool Children's Social Care; Pupil Welfare Service, Educational Diversity.</i>	1,2,4,5,7
<i>Use of Pupil Welfare Service and SLT Strategic Lead, including use of attendance rewards to positively impact on attendance and punctuality</i>	Local authority SLA; professional partner Engagement with DFE guidance: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2,5
<i>Employ a Learning mentor to support tiered curriculum offer; with a sharp focus on children's well-being, inc ELSA to support identification of SEMH / wellbeing need: Nurture, inc soft landing approach</i>	Historically, RLA has been a key member of the research-informed Blackpool Reach Project - utilising ELSA information to modify and amend provision. RLA is also an accredited Nurture Uk setting and we implement recommended strategies across the site https://www.nurtureuk.org/reports/now-you-see-us-report/ https://www.nurtureuk.org/reports/nurture-portrait-2016-2017/	4,7

	https://www.sciencedirect.com/science/article/pii/S0190740919309697	
<i>Our ambitious curriculum ensures children receive a rich cultural capital offer, which is further enhanced by providing our children with a broad personal development offer and experiences</i>	Trips, visits and experiences, including the use of wider Music opps, are carefully planned to ensure that children positively experience artistic, musical, sporting and cultural opportunities. https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/ ‘Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle class children do better in education than working class children.’	1,7
<i>To provide children with a free Morning club (FABs – fun activities before school) and after school extra curricular clubs</i>	FABs club rationale: to support attendance, punctuality and provide a positive, nurturing and safe start to the school day. Extra curricular clubs: allow children to further participate in wider, positive school activities to support personal development and academic growth. EG; Science Club; Cooking club; Reading Club; Maths boosters; gardening club; football club	1, 2, 4, 7
<i>Tongue Fu Talking/ Voice 21 to transform children’s life chances through talk.</i>	The structured system for teaching oracy deliberately and progressively from EYFS to KS3 Voice 21	1, 3, 4

Total budgeted cost: £348,050

Part B: Review of the previous academic year



Revoe Learning Academy

PP Data Comparison- Summer 2025



Rec- GLD			
	Whole Cohort	PP	Non PP
WB	45%	38%	50%
WA+	55%	62%	50%

Year 1 Phonics			
	Whole Cohort	PP	Non PP
WB	40%	46.7%	32%
WA+	60%	53.3%	68%

Year 4 MTC			
	Whole Cohort	PP	Non PP
Average Score	21.21	21.32	20.93
% Scoring 25	58.5%	55.3%	66.7%

Year 2												
	Reading			Writing			Maths			Combined		
	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP
WA+	65.5%	63.4%	70.6%	43.1%	41.5%	47.1%	60.3%	63.4%	52.9%	41.4%	39%	47.1%
WAB	17.2%	17.1%	17.6%	5.2%	2.4%	11.8%	10.3%	7.3%	17.6%	5.2%	2.4%	11.8%

Year 6- %															
	Reading			Writing			Maths			Combined			GPS		
	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP
WB	28.3%	25%	33%				40.4%	40.9%	38.5%				43.9%	47.7%	30.8%
WA	59.6%	56.8%	69.2%	53.6%	48.8%	69.2%	59.6%	59.1%	61.5%	46.4%	49.1%	61.5%	56.1%	52.3%	69.2%
WAB	19.6%	18.6%	18.6%	1.8%	2.3%	0%	25%	23.3%	30.8%	0%	0%	0%	10.7%	11.6%	7.7%

Year 6- Average Scaled Score									
	Reading			GPS			Maths		
	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP	Whole Cohort	PP	Non PP
Average Score	100.80	100.71	101.08	100.8	100.24	102.54	101.83	101.53	102.77

Outcomes for disadvantaged pupils- Pastoral

Pupil wellbeing and mental health were and still remain a major factor, primarily due to the fact that many of our disadvantaged families had numerous and complex difficulties and challenges during the current cost of living crisis. We have used pupil premium funding to provide wellbeing support for all pupils as well as targeted interventions where required, including, a soft-landing approach (in classes and Breakfast Club), Draw and Talk and Restorative Practice, increased Engagement Team capacity as well as a Learning Mentor to support with SEMH needs across school.

School Attendance for 24.25 highlighted challenges around absence and the need for further targeted intervention and support. Whole school attendance was 91.87%, overall absence 8.12% and persistent absence at 20.1%. 23.24 figures: whole school attendance was 91.23%, overall absence 8.77% and persistent absence at 34.43%. This shows an improving picture; however, this also demonstrates that there is further work to complete, which is outlined in the current plan.

Externally provided programmes

Programme	Provider
SCARF	Coram Life Education
RWInc	Read, Write, Inc (Ruth Miskin)

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. Due to the significant number of children the funding often forms a contribution towards activities, interventions or support, rather than covering the cost in full.