

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	442
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£330,040
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£330,040

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. Revoe 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 their diverse... community. From this, their self-esteem and self-awareness improves, impacting positively upon their engagement with, and attitudes towards, their learning.

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 and Recovery Strategy's intent, implementation and impact, with a focus on areas in which disadvantaged pupils require the most support in order 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
- 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	<p>Quality of Outcomes. Assessments and monitoring insights confirm:</p> <ul style="list-style-type: none"> • 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% 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	<p>Attendance and Punctuality Rates of Pupils. Data analysis, PWS, and multi-agency intelligence confirm that:</p> <ul style="list-style-type: none"> • Attendance and punctuality of some pupil's rates are significantly low, reducing access to RLA provision and teaching and learning opportunities. • The legacy of Coronavirus (e.g 21.22 PA: 36%; 22.23 PA 31%; PA 23.24 33%) has continued to impact upon the attendance and punctuality of some children and on the achievements that we had achieved prior to the pandemic. • Some families enter RLA without high expectations of, and value for education.
3	<p>No/Low English literacy. Insights, observations and assessments including Wellcomm, Bell Foundation, EYFS Baseline, SALT and RWI confirm:</p> <ul style="list-style-type: none"> • 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	<p>Social Skills and Emotional Resilience. From our multi-agency partnerships, assessments, including referrals, confirm:</p> <ul style="list-style-type: none"> • 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	<p>Pupil Mobility. Data analysis, multi agency intelligence, insights and discussions confirm:</p> <ul style="list-style-type: none"> • 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). Many of our NRAs tend to have

	<p>English as a second language (70% 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.</p> <ul style="list-style-type: none"> • Many of our NRAs enter school not working at age related standards (22.23;23.24: approx. 10% of NRAs arrived at RLA who were ARE. Approx 75% 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	<p>Undiagnosed and or Unmet SEND. From admissions, Engagement information, assessments and observations, including our stable cohort:</p> <ul style="list-style-type: none"> • 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.
7	<p>Lack of opportunity to engage in cultural, social and wider personal development experiences.</p> <ul style="list-style-type: none"> • 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>	<p>2024/25: 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.</p> <p>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.</p> <p>Progress by end of Key Stage 2 for stable cohorts in reading are within the top quintile.</p>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<p>2024/25: 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.</p> <p>Progress by end of Key Stage 2 for stable cohorts in Maths are within the top quintile.</p>
<i>Improved writing standards so that all children, especially disadvantaged children, can access next</i>	2024/25: 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>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. WELLCOMM; 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 2024.25 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>Y5 Writing attainment</i>	Year 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 experiences across the curriculum offer; Wider selection and engagement of extra-curricular clubs; Opportunities for pupil leadership (PALS; Pupil Leadership Team)

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: £130889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>2 x AHT 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, supported by FFT aspire tracking and target setting. High quality CPD delivery to support consistently good teaching</i>	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	1, 3, 7

	EEF Guidance reports: Improving Literacy in KS1 / KS2; Improving Mathematics in EYFS and KS1, and Key Stage 2 and 3; Effective Professional Development	
<i>SENDCO, through instructional coaching model, supporting effective T&L across the universal offer, including early identification of need, inc EYFS.</i>	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
<i>Effectively implement a whole school metacognitive strategy</i>	Use of expert partner: thinking school. SLT Lead to ensure consistency and impact of strategies across whole site. Use of external sources to QA and support. EEF Guidance report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 4, 7
<i>Use of HLTA to support targeted CPD to improve quality of education and curriculum provision.</i>	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: £126750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To effectively deliver a systematic and synthetic phonic programme, including providing timely support</i>	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

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Impact of RWInc:</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</p>	
<p><i>SLCN strategies / interventions delivered by in-house Elklan / WELLCOM/ Precision teaching by trained staff. Expert commissioned SALT on site for 2 days</i></p>	<p>Elklan:</p> <p>https://www.elklan.co.uk/OurWork/</p> <p>EEF: Recommendation 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Oral Language interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3, 6, 7
<p><i>Trained TAs delivering effective, targeted maths interventions (NCETM)</i></p>	<p>Revoe are part of the mastering number pilot and the training will be disseminated to Teaching assistant colleagues.</p> <p>Revoe are actively engaged with our local maths hub</p> <p>CPD delivered to TAS using guidance taken from :</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>DFE recommended resources:</p> <p>https://www.ncetm.org.uk/features/covid-recovery-primary-maths-resources/</p>	1,3,4,6, 7
<p><i>To effectively deliver the Mastering number programme in Rec, Y1, Y2</i></p>	<p>Adopting practice and training from DFE recommended project:</p> <p>https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/</p>	1,3,4, 7
<p><i>To provide dedicated reading mentors / TAs to ensure age-appropriate reading outcomes</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Implementation of 'Fresh Start' delivery / style</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>Children to be able to accurately and fluently read and comprehend</p>	1,3,7
<p><i>Use of HLTA to deliver quality interventions, ensuring accelerated progress</i></p>	<p>https://www.fiveminutemath.net/</p> <p>https://5minuteenglish.com/</p> <p>Catch up literacy and numeracy</p> <p>https://www.catchup.org/interventions/literacy.php</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</p> <p>Year 6 catch up reading.</p>	1,3,6

	https://literacy.concordia.ca/resources/abra/teacher/en/resources_landing.php https://toe-by-toe.co.uk/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77651

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>	<p>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.</p> <p>Examples include: <i>SEMH placements through external University Partner; Blackpool Football Community Trust; Lancashire Police; Blackpool Health; Blackpool Children's Social Care; Pupil Welfare Service, Educational Diversity.</i></p>	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>	<p>Local authority SLA; professional partner</p> <p>Engagement with DFE guidance: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	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>	<p>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</p> <p>https://www.nurtureuk.org/reports/now-you-see-us-report/ https://www.nurtureuk.org/reports/nurture-portrait-2016-2017/ https://www.sciencedirect.com/science/article/pii/S0190740919309697</p>	4,7
<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>	<p>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.</p> <p>https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</p> <p><i>'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way</i></p>	1,7

	<i>to explaining why middle class children do better in education than working class children.'</i>	
<i>To provide children with a free Morning club (FABs – fun activities before school) and after school extra curricular clubs</i>	<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</i>	1, 2, 4, 7
<i>'Independent Author and Spoken Artist' to support children's aspiration and motivation within Literacy</i>	Locally-sourced, expert author with significant experience of working with disadvantaged, vulnerable young people.	1,4,7
<i>Voice 21 participation to transform children's life chances through talk.</i>	https://voice21.org/	1, 3, 4

Total budgeted cost: £334690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils- Attainment



Revoe Learning Academy PP Data Comparison- Summer 2024



Rec- GLD			
	Whole Cohort	PP	Non PP
WB	55.4%	64.5%	44%
WA+	44.6%	40%	50%

Year 1 Phonics			
	Whole Cohort	PP	Non PP
WB	22.8%	23.1%	22.2%
WA+	71.9%	69.2%	82.4%

Year 4 MTC			
	Whole Cohort	PP	Non PP
Average Score	17.18	16.66	18.05
% Scoring 25	17.5%	13.9%	23.8%

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+	58.9%	58.1%	60%	55.4%	48.4%	64%	55.4%	45.2%	68%	50%	41.9%	60%
WAB	10.7%	0%	24%	7.1%	0%	16%	10.7%	0%	24%	7.1%	0%	16%

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%				30%	22.2%	41.7%				45%	47.2%	41.7%
WA	70%	75%	62.5%	60%	58.31%	62.5%	68.3%	77.8%	54.2%	56.7%	58.3%	54.2%	53%	52.8%	54.2%
WAB	36.71%	36.1%	37.5%	0%	0%	0%	8.31%	8.31%	12.5%	0%	0%	0%	16.7%	8.3%	29.2%

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	103.66	104.31	102.7	100.19	99.9	100.63	102.28	102.6	101.7

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), Desty, Draw and Talk, Restorative Practice and ELSA training, increased Engagement Team capacity as well as a Learning Mentor to support with SEMH needs across school.

School Attendance for 22.23 highlighted challenges around absence and the need for further targeted intervention and support. Whole school attendance was 90.72%, overall absence 9.28% and persistent absence at 36%. 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)
Voice 21	Voice 21

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.