



## Ravenscote Junior School Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

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	Ravenscote Junior School
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	6.45% - 40 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amy Wells
Pupil premium lead	Francesca Porta-Rios
Governor / Trustee lead	Claire Masters

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86 809
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94 784

# Part A: Pupil premium strategy plan

## Statement of intent

The intent for children entitled to pupil premium funding is to achieve excellence in all areas of learning including academically, emotionally and socially. We want our children to develop into well-rounded individuals and to demonstrate our values: respect, responsibility, honesty, team work, excellence and happiness. The aim is to close the gap between disadvantaged children and the rest of the cohort and for their progress to be accelerated. We aim for our children entitled to pupil premium funding to have experiences in line with their peers and for there to be no barriers to their learning.

To achieve this, we will aim to improve High Quality Teaching strategies across the school through the provision of training for staff and ensure our monitoring reflects this training. We will provide emotional support based on needs for our children entitled to pupil premium funding to improve well-being and mental health. We will facilitate the engagement of enrichment activities for our children entitled to pupil premium funding and offer bespoke enrichment sessions. Children entitled to pupil premium funding will fully participate in school life and be active valuable members of our community with aspirations similar to or above those of their peers.

## Challenges

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

Challenge number	Detail of challenge
1	Writing has been identified as a target area across the school to ensure consistency of approach and to enable children to make good progress.
2	Some of the cohort have a skewed sense of self which impacts their view on what they can achieve.
3	We have identified that a number of our children need additional support for mental health and well-being to develop their resilience
4	Some of the children do not have the same access to varied experiences which impacts their view of the world. As a result of lack of experience our children do not always make the connection between learning that we would expect and require enrichment activities to be provided.
5	Multiple barriers to learning - many of our children entitled to pupil premium funding also fit into another vulnerable group e.g. SEND

## 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>Children make expected or greater progress in reading, writing and maths. (6 steps of progress each academic year)</p>	<p>100% of children entitled to pupil premium funding will make at least 6 steps of progress in an academic year in reading, writing and maths.</p> <p>Teachers will review data at baseline, CP2, CP4 and CP6 and plot a Venn diagram which shows which children are on track to achieve WRM combined.</p> <p>There will be a focus lesson in English and maths on children entitled to pupil premium funding.</p> <p>Standardised assessments and regular teacher assessments will provide evidence of children's progress over time.</p> <p>Children will be discussed termly in pupil progress meetings to evaluate progress and discuss next steps. Key actions will be recorded and shared.</p> <p>HLTA's will be trained within the school to provide release time for class teachers to attend termly pupil progress meetings.</p> <p>Children will be highlighted on the inclusion register as entitled to pupil premium</p> <p>Children entitled to pupil premium funding will read regularly in a small group to an adult.</p> <p>Inclusion targets will be set at least termly for children entitled to pupil premium funding.</p> <p>Children will be prioritised for interventions where appropriate to</p>

	<p>support at least 6 steps of progress this academic year.</p> <p>Dedicated writing moderation to take place to ensure robust and consistent assessment is in place.</p>
<p>Children are in class learning alongside their peers and are able to manage their emotions</p>	<p>De-escalation strategies will be used consistently across all staff within in the school</p> <p>Zones of regulation will be embedded across the school and will be used as a common language</p> <p>There will be a consistently close focus by teachers on the emotional regulation of children entitled to pupil premium funding.</p> <p>Additional support will be applied and considered for each child where it is felt appropriate. This could include – Nurture Group, ELSA sessions, Resilience Group, Positivity Group, work with the CWP.</p> <p>HLTA's will be trained within the school to provide release time for class teachers to support children to manage their emotions in order to attend class and learn alongside their peers.</p>
<p>Children emotional needs are supported so they are able to engage in learning.</p>	<p>ELSA programme will be used to support emotions where appropriate.</p> <p>Young carers club will offer a meet up for our young carers and opportunities to be active, valuable members of our community.</p> <p>Nurture group will support emotional and social development where appropriate.</p> <p>Children entitled to pupil premium will engage in termly enrichment activities, through MFL, music, sports, drama, food technology.</p> <p>Jigsaw lessons will consistently provide support for children of how to look after</p>

	their mental health resulting in them being able to be in a positive place to access learning.
Children are confident in what they can achieve and are able to apply themselves, the like school have an excellent attitude to their learning.	<p>Children will reflect on their learning and know their next steps.</p> <p>Children will be encouraged to</p> <ul style="list-style-type: none"> <li>• Represent the school in sport</li> <li>• Represent the school in music</li> <li>• Have the opportunity to attend educational visits and residential visits</li> <li>• Attend after school and extra-curricular clubs.</li> </ul>
Children engage and enjoy the enrichment activities on offer	<p>Experience afternoons will begin to offer extra opportunities for our children entitled to pupil premium funding.</p> <p>Children will be encouraged to</p> <ul style="list-style-type: none"> <li>• Represent the school in sport</li> <li>• Represent the school in music</li> <li>• Have the opportunity to attend educational visits and residential visits</li> <li>• Attend after school and extra-curricular clubs.</li> </ul>

## 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: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching, monitoring and CPD for all staff.	EEF research demonstrates that good teaching is the most important lever schools have to improve outcomes for disadvantaged children.	1, 2, 3, 5

Whole class reading	<u>EEF - Whole Class Reading</u>	4,5
Writing: develop teacher pedagogy through CPD and training opportunities, focused in raising attainment in writing. Writing subject leader to evaluate effectiveness of teaching, monitor impact and plan appropriate remedial actions.	Teacher subject knowledge <u>Jane Considine</u> <u>OFSTED research review series: English</u> <u>EEF Improving Literacy in Key Stage 2</u>	1
Teachers will gain additional understanding of teaching content to achieve GDS in writing.	<u>EEF Improving Literacy in Key Stage 2</u> <u>The School Psychology Service: What works for literacy difficulties?</u>	1, 5
Support staff will have regular training. Inclusion AHT will identify training needs.	<u>EEF Making the best use of support staff</u> Timely and relevant training will support the team to continue to be effective in their role.	3,5
HLTA will be trained and implemented into the school.	Release time and cover will be provided by staff known to the children. Approaches to developing social and emotional skills in primary schools should be used by staff and integrated into their everyday teaching. <u>EEF Improving Social and Emotional Learning in Primary Schools</u>	3

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

Budgeted cost: £41 807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group sessions with a teacher focused on building writing and greater depth skills.	Small group tuition has an average impact of four months' additional progress over the course of a year <u>EEF small group tuition</u>	1, 4, 5

Termly pupil progress meetings with AHT and Inclusion AHT to ensure progress of children entitled to pupil premium funding is on target or exceeding.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained. Teacher efficacy. Hattie – Visible Learning	4, 5
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing <u>EEF shining a spotlight on reading fluency</u>	1, 4, 5
Interventions led by HLTAs and support staff. Children will be identified in pupil progress meetings.	Interventions that are planned and delivered well can improve progress. This will need to be regularly reviewed to ensure progress.	1, 5
Phonics and reading teaching by SEN teachers for specific children identified through pupil progress.	Teaching from a qualified teacher supports progress. This small group and 1:1 work has had success in improving reading ages in the past.	1, 5

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

Budgeted cost: £27,980

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
ELSA sessions: - regular talk time with an adult - 6 week emotions focus - Zones of regulation	After receiving ELSA, there were 5 areas identified as being improved: - social behaviour and friendships - self-esteem and feelings - social and emotional confidence - behaviour - learning and concentration <u>ELSA report - investigation into the effectiveness of ELSAs in schools</u>	2,3
Young carers lunchtime club	Young Carers encourage schools to offer sessions for young carers so they can meet other young carers and see they are not alone in their role	2,3,5

Nurture group	Nurture groups help to remove barriers to learning <u>TES Nurture Group Evaluation</u>	2,3,4
Educational visits will be planned including a residential in Years 4 and 6.	Children who experience these visits have an enhanced knowledge and understanding of the world	4
Clubs to enrich children's cultural capital and raise aspirations and experiences.	Evidence shows disparities in children's participation rates across a wide range of extra-curricular activities depend on their social background. <u>Social Mobility Commission: An Unequal Playing Field</u>	4

**Total budgeted cost: £94 784**



## 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 children in the 2022 to 2023 academic year.

The table below shows progress made by those children entitled to pupil premium in reading, writing and maths across the whole school.

#### Pupil Premium (55 children)

	<b>Expected progress (6 steps)</b>	<b>Above expected progress (7 steps +)</b>	<b>Combined progress (6 steps +)</b>
<b>Reading</b>	41.81%	41.81%	83.63%
<b>Writing</b>	36.36%	40%	76.36%
<b>Maths</b>	32.72%	43.63%	76.36%

#### SATs results July 2023

#### PP (21 children)

	<b>Achieved Standard</b>	<b>Greater Depth</b>	<b>Combined achieved standard + greater depth</b>
<b>Reading</b>	33.33%	42.86%	76.19%
<b>Writing</b>	47.62%	23.8%	71.43%
<b>SPAG</b>	23.81%	47.62%	71.43%
<b>Maths</b>	23.81%	47.62%	76.19%

**Combined 66.67%**

Interventions were in place both with our SEN teachers and LSAs, they were time bonded and focused with clear targets and expectations.

We employed a part time teacher to develop high quality maths interventions, this consistent and targeted approach improved math results.

Four year groups received support from our specialist teachers for inclusive practice to suggest ideas and strategies to support children within the class. These strategies have been shared consistently across the year group teams and therefore has been valuable for teachers to gain more strategies to support their class.

Increased ELSA support allowed for our four fully trained ELSA's to have a day release every week and ensured an ELSA is available 5 days a week to support the emotional regulation for many of our children. Our ELSAs supported over 65 children across the year through regular talk time and working with children on specific programmes. This is a huge strength within our school supporting the wellbeing of all children, proven by achieving the Wellbeing award in July 22.

Our Inclusion Assistant Headteacher received the Designated Mental Health Lead in Schools qualification and supported mental health support and provision across the school.

Our Nurture Group supported a wider number of children across the year with regular evaluations and working alongside other interventions to support building resilience and developing positive attitudes towards learning.

We employed a full time Family Link Worker who supported both parents and children to increase engagement in school and offer support.

We reintroduced streaming for maths across the school, which allowed support staff to be deployed to the children who required additional support and allowed for resources to be more tailored towards individual needs.

## Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Spelling Shed	Education Shed
Now Press Play	
School Cloud	
Clicker 7	Cricksoft

## Service pupil premium funding (optional)

Budgeted cost: £1500

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Service premium was pooled together with the PP funding and used to fund our ELSA support.
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support was available for those who required it.