



## 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	621
Proportion (%) of pupil premium eligible pupils	
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 2025
Date on which it will be reviewed	September 2026
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	£82 675
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	£82 675

# 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	The combined expected standard in reading, writing, and maths has been identified as a target area across the school, ensuring consistent approaches for all children's progress.
2	Some members of the cohort possess a skewed sense of self, adversely affecting their perceptions of achievable goals and ultimately hindering their academic progress.
3	We have identified that several of our children require additional support for mental health and well-being to enhance their resilience and overall emotional stability.
4	Some children do not have equal access to diverse experiences, which adversely affects their worldview. Consequently, this lack of exposure hampers their ability to make expected connections in learning, thereby necessitating the provision of enrichment activities to enhance their educational experience.

5	Many children entitled to pupil premium funding also belong to additional vulnerable groups, such as those with Special Educational Needs and Disabilities (SEND), presenting multiple barriers to their learning.
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## 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 will have full access to the curriculum and make expected or greater progress in reading, writing and maths.</p>	<p>Children entitled to pupil premium funding will be identified and have Inclusion Targets set to enable targeted support during lessons.</p> <p>Children entitled to pupil premium funding will meet expected standard 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 RWM combined.</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 within the school will 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 to an adult.</p> <p>Children will be prioritised for interventions where appropriate to</p>

	<p>support meeting expected standard this academic year.</p> <p>Dedicated writing moderation to take place to ensure robust and consistent assessment is in place.</p> <p>Pre-teaching and same day intervention to accelerate progress and close gaps for children entitled to pupil premium funding children in reading, writing and maths.</p>
<p>Children are engaged in classroom activities alongside their peers and demonstrate the ability to manage their emotions effectively.</p>	<p>De-escalation strategies will be used consistently across all staff within in the school</p> <p>The Six Principles of Nurture will be embedded across the whole school.</p> <p>The assessment tool the Boxall Profile will be used to identify children who would require further intervention to enrich and support the development of social, emotional and behavioural difficulties.</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, Zones of Regulation, work with the FLW.</p> <p>HLTA's within the school will 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's mental health and emotional needs will be supported so they are able to access the curriculum and 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 their mental health resulting in them being able to be in a positive place to access learning.</p> <p>The Six Principles of Nurture will be embedded across the whole school.</p> <p>The assessment tool the Boxall Profile will be used to identify children who would require further intervention to enrich and support the development of social, emotional and behavioural difficulties.</p>
<p>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>	<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>
<p>Children engage and enjoy the enrichment activities on offer</p>	<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> </ul>

	<ul style="list-style-type: none"> <li>• Have the opportunity to attend educational visits and residential visits</li> <li>• Attend after school and extra-curricular clubs.</li> </ul>
Children who are entitled to pupil premium funding that also fit into other vulnerable groups will have access to the curriculum and their needs will be supported.	<p>Children entitled to pupil premium will be identified on the inclusion register.</p> <p>Children entitled to pupil premium will be identified by teachers and support staff to enable targeted support during lessons.</p> <p>Children entitled to pupil premium will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress.</p>

## 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: £ 26 000

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
CPD for teaching staff to ensure consistent approaches across reading, writing and maths.	<p>Teacher subject knowledge</p> <p><u>DfE Writing Framework</u></p> <p><u>DfE Reading Framework</u></p> <p><u>DfE Maths Guidance</u></p> <p><u>OFSTED research review series: English</u></p> <p><u>OFSTED research review series: Mathematics</u></p> <p><u>EEF Improving Literacy in Key Stage 2</u></p>	1

	<u>Improving Mathematics in Key Stages 2 and 3</u>	
Support staff will have regular training. Inclusion AHT will identify training needs and provide CPD opportunities.	<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 and support the needs of children.	3,5
HLTA's are trained and implemented in 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
Upskill and train Year 5 team on using the Boxall Profile Online to assess and track the social and emotional needs of children.	Release time and cover will be provided by staff known to the children (HLTA's). The assessment tool the Boxall Profile will be used to identify children who would require further intervention to enrich and support the development of social, emotional and behavioural difficulties. <u>Now you see us report</u>	2,3

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

Budgeted cost: £28,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional release time for subject leaders to support the development of the curriculum and pedagogical approaches employed across the school.	EEF evidence: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1, 3, 5
Termly pupil progress meetings with AHT	Regular review of progress will ensure children are identified for	4, 5

and Inclusion AHT to ensure progress of children entitled to pupil premium funding is on target or exceeding.	extra support if progress isn't being maintained.	
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing <u>EEF shining a spotlight on reading fluency</u> <u>DfE – Reading Framework</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: £ 28 175

<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>Improving Social and Emotional Learning in primary 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 <u>Young Carers in School</u>	2,3,5

Nurture group	Nurture groups help to remove barriers to learning <u>TES Nurture Group Evaluation</u> <u>Boxall Childhood Project</u> <u>Now you see us report</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: £82 675**

## 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 2023 to 2024 academic year.

<u>SATs results July 2025</u>		
<u>PP (9 children)</u>		
	<b>Expected standard +</b>	<b>Greater Depth standard</b>
<b>Reading</b>	67%	
<b>Writing</b>	56%	
<b>SPAG</b>	56%	
<b>Maths</b>	22%	

**Combined 0%**

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

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 40 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, we will be going for reaccreditation in the academic year 25/26.

Our Inclusion Assistant Headteacher started to gain accreditation on the Nurturing Schools Programme and this will be complete in the 2025/2026 academic Year. This

continues to support the social and emotional mental health 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.

Our full time Family Link Worker supported both parents and children to increase engagement in school and offer support.

We have complied and used school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing to ensure we are achieving excellence in all areas of learning including academically, emotionally and socially

Every child entitled to pupil premium funding attended at least one residential trip in their four years at Ravenscote Junior School.

There has been an increased focus on offering extra-curricular clubs and experience days to children who are entitled to pupil premium funding and all children entitled to pupil premium funding experienced and engaged in at least 3 further enrichment activities across the academic year 2024-2025.

## Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Spelling Shed	Education Shed
Now Press Play	
Century Learning	Century Tech
Clicker 8	Cricksoft
Jigsaw PSHE/SRE	Jigsaw Ltd

## 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.
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