



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	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£95,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,390

Part A: Pupil premium strategy plan

Statement of intent

At Ravenscote Junior School, we are committed to ensuring that all children, regardless of their background or circumstances, have access to the opportunities, support and high-quality education they need to thrive. Our Pupil Premium Strategy is designed to remove barriers to learning, close attainment gaps and enable disadvantaged pupils to achieve outcomes that are in line with, or exceed, those of their peers.

We recognise that disadvantage can affect children in different ways and therefore adopt a highly targeted, evidence-informed approach that addresses academic achievement, attendance, wellbeing, personal development and engagement with school life. Through rigorous assessment, regular pupil progress monitoring and strong collaboration between teachers, leaders, support staff, families and external agencies, we identify needs early and provide timely interventions that have measurable impact.

Alongside high-quality teaching, we invest in targeted academic support, emotional wellbeing provision, enrichment opportunities and wider pastoral support to ensure that every child can participate fully in school life. Our commitment to nurturing the whole child is reflected in our extensive ELSA provision, work through the Nurturing Schools Programme and our continued recognition through the Wellbeing Award.

We have high expectations for all children and are ambitious for every child entitled to Pupil Premium funding. Through careful use of funding, robust evaluation of impact and a relentless focus on inclusion, we aim to develop confident, resilient learners who are equipped to succeed academically, socially and emotionally, both during their time at Ravenscote Junior School and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Despite strong attainment outcomes, some disadvantaged children enter Key Stage 2 with lower starting points in literacy, language and mathematical fluency than their peers. This can affect their ability to access the full curriculum and achieve higher levels of attainment, including Greater Depth.
2	A proportion of disadvantaged children experience social, emotional and mental health needs that can impact self-esteem, emotional regulation,

	resilience, attendance and readiness to learn. These needs require ongoing assessment, targeted intervention and pastoral support.
3	Some disadvantaged children have lower rates of attendance and punctuality than their peers, reducing access to learning opportunities and potentially affecting academic progress, wellbeing and engagement in school life.
4	Disadvantaged children may have reduced access to enrichment opportunities, educational experiences and wider cultural capital outside of school, limiting opportunities to develop confidence, aspirations and broader life experiences.
5	Some disadvantaged children require additional support to develop independence, metacognitive skills and effective learning behaviours, including the confidence to tackle challenge, persevere with difficult tasks and achieve their full potential across the curriculum. This is particularly important as the school seeks to increase the proportion of children attaining Greater Depth.

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 children will achieve highly in reading, writing and maths, including an increased proportion achieving Greater Depth, regardless of starting points.	Children entitled to pupil premium funding will be identified and have Inclusion Targets set to enable targeted support during lessons. Attainment of disadvantaged children will be in line with or exceed that of non-disadvantaged children nationally. The proportion of disadvantaged children achieving the expected standard and Greater Depth increases over the three-year strategy period. Standardised assessments and regular teacher assessments will provide evidence of children's progress over time. Children will be discussed termly in pupil progress meetings to evaluate progress and discuss next steps. Key actions will be recorded and shared.

	HLTA's within the school will provide release time for class teachers to attend termly pupil progress meetings. Children will be highlighted on the inclusion register as entitled to pupil premium. Any attainment gaps between disadvantaged children and their peers continue to diminish. Children will be prioritised for interventions where appropriate to support meeting expected standard this academic year. Dedicated writing moderation to take place to ensure robust and consistent assessment is in place.
Disadvantaged children demonstrate positive wellbeing, resilience and emotional regulation, enabling them to engage successfully with learning and school life.	De-escalation strategies will be used consistently across all staff within in the school Boxall Profile, ELSA assessments and pupil voice demonstrate improvements in social and emotional wellbeing. The Six Principles of Nurture will be embedded across the whole school. Children identified for ELSA or nurture support make measurable progress against intervention targets. Zones of regulation will be embedded across the school and will be used as a common language. There will be a consistently close focus by teachers on the emotional regulation of children entitled to pupil premium funding.

	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. Behaviour incidents involving disadvantaged children will remain low or decrease over time. Pupil voice will indicate that disadvantaged children feel safe, valued and supported in school.
Attendance and punctuality for disadvantaged pupils improve and are sustained at levels that maximise learning opportunities.	Attendance of disadvantaged children will be at least in line with national figures. Persistent absence among disadvantaged children will reduce year-on-year. Attendance is reviewed through termly pupil progress meetings and timely support is implemented where concerns arise alongside the DSL and FLW. Identified families will engage positively with school-led attendance support alongside the DSL and FLW. Improved attendance will correlate with strong academic and pastoral outcomes. ELSA programme will be used to support emotions where appropriate. Nurture group will support emotional and social development where appropriate. Children entitled to pupil premium will engage in termly enrichment activities, through MFL, music, sports, drama, food technology. 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. The Six Principles of Nurture will be embedded across the whole school. 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.
All disadvantaged children have equitable access to enrichment opportunities, educational visits, residential experiences and wider curriculum opportunities.	100% of disadvantaged children will participate in enrichment activities and educational visits offered by the school. Every child eligible for Pupil Premium funding attends at least one residential experience during their time at Ravenscote Junior School. Participation rates in clubs, leadership opportunities and extra-curricular activities are comparable to those of non-disadvantaged children. Pupil voice demonstrates increased confidence, aspirations and engagement as a result of enrichment experiences. Financial barriers will not prevent participation in any significant school activity. Children will be encouraged to • Represent the school in sport • Represent the school in music • Have the opportunity to attend educational visits and residential visits • Attend after school and extra-curricular clubs.
Disadvantaged children develop the confidence, independence, metacognitive skills and learning behaviours required to access an ambitious curriculum and achieve their full potential.	Learning walks, book scrutiny and pupil voice will show children demonstrating resilience, independence and willingness to tackle challenge.

	An increased proportion of disadvantaged children will achieve Greater Depth across the curriculum. Teachers will consistently use adaptive teaching and metacognitive strategies to support disadvantaged children. Disadvantaged children will engage effectively with Project Equity and use technology to access learning independently. Children will be able to articulate strategies that help them plan, monitor and evaluate their own learning. Children entitled to pupil premium will be identified on the inclusion register. Children entitled to pupil premium will be identified by teachers and support staff to enable targeted support during lessons. 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.
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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: £ 31,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional release time for subject leaders to develop and monitor	Access to high-quality teaching is the most important factor in improving pu-	1, 5

the curriculum and strengthen pedagogical approaches across the school.	pupil outcomes, particularly for disadvantaged children. Professional development, instructional coaching and curriculum development are key mechanisms for improving teaching quality and sustaining improvement over time. <u>Education Endowment Foundation</u>	
Termly pupil progress meetings involving the AHT and Inclusion AHT to monitor the attainment and progress of children eligible for Pupil Premium funding.	When used effectively, diagnostic assessment can identify gaps in knowledge, misconceptions and barriers to learning, enabling teachers to adapt teaching and provide targeted support. Diagnostic assessment can inform decision-making at individual, class and cohort level and support more effective use of interventions. <u>Education Endowment Foundation</u>	1, 5
Time-bound interventions targeted at identified gaps in learning and reviewed regularly for impact. HLTAs and support staff delivered structured interventions identified through pupil progress meetings.	The EEF reports that teaching assistants can deliver effective structured interventions, leading to approximately four additional months' progress when appropriately trained and deployed. The greatest impact is seen when interventions are carefully targeted, evidence-based and closely linked to classroom learning. <u>Education Endowment Foundation</u>	1, 5
Implementation of Project Equity to provide access to 1:1 digital devices and a range of accessibility tools for disadvantaged children.	Digital technology approaches are most effective when used to support high-quality teaching and learning rather than as a replacement for it. Technology can improve learning outcomes when it is used purposefully, supports feedback, provides adaptive opportunities for learning and removes barriers to participation. <u>EEF Digital Technology guidance</u>	3,4,5

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

Budgeted cost: £31,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted, time-bound reading interventions for identified pupils working below age-related expectations. Progress reviewed every 12 weeks.	EEF evidence: Evidence from the EEF shows that targeted small-group tuition can provide approximately 4 months of additional progress. Interventions are most effective when they are targeted to identified needs and closely aligned with classroom teaching.	1, 5
Deliver structured spelling, handwriting and writing interventions led by trained LSAs for children requiring additional support.	The EEF highlights that teaching assistants can have a positive impact when delivering structured interventions that are well planned, evidence-informed and linked to classroom learning. On average, this can result in an additional 4 months' progress.	1, 5
Deliver precision teaching programmes for children requiring additional support in core skills, including reading fluency, spelling and multiplication recall.	Frequent assessment, retrieval practice and targeted support help children secure foundational knowledge and reduce cognitive load, enabling greater success in future learning. Diagnostic assessment can identify precise areas requiring intervention.	1, 5
Provide targeted multiplication fluency intervention for children identified as at risk of not achieving age-related expectations.	EEF: Retrieval practice and overlearning support long-term retention of key knowledge. Early identification of misconceptions through assessment enables teaching to be adapted and additional support provided.	1, 5
Use Boxall Profile assessments to identify pupils requiring targeted SEMH intervention and monitor progress over time.	Effective diagnostic assessment supports the identification of barriers to learning and enables timely intervention. Early identification and targeted support are associated with improved engagement, wellbeing and academic outcomes.	2, 3, 4

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

Budgeted cost: £ 30090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ four trained ELSAs to provide targeted individual and small-group emotional literacy support for identified children.	EEF: Social and Emotional Learning approaches improve pupils' self-regulation, social interaction and emotional wellbeing and are associated with an average of 3 months' additional progress. Evidence also highlights wider benefits for behaviour, engagement and readiness to learn.	2
Continue participation in the Nurturing Schools Programme and work towards the Nurture UK Award to embed a whole-school nurturing ethos.	Research demonstrates that a positive school climate, strong relationships and effective SEL approaches can improve behaviour, wellbeing, engagement and academic outcomes, particularly for disadvantaged children.	2,5
Use Boxall Profile Online to identify, monitor and respond to children's social and emotional needs through targeted support.	Effective diagnostic assessment enables schools to identify barriers to learning, monitor children's needs and provide timely intervention. Assessment information should inform support and decision-making at both individual and cohort level. <u>Boxall Childhood Project</u>	2
Provide financial support to ensure disadvantaged children can participate in residential visits, educational visits and enrichment opportunities.	Wider enrichment experiences support children's confidence, aspirations, social development and engagement with learning. Disadvantaged children are particularly likely to benefit from increased access to cultural and educational experiences.	4,5
Deliver attendance monitoring through termly pupil progress meetings and implement early support for pupils whose attendance causes concern.	EEF: Effective parental engagement and early intervention can support improvements in attendance, wellbeing and educational outcomes. Schools should identify barriers early and work collaboratively with families to address them.	3
Work closely with families through meetings,	The EEF reports that effective parental engagement strategies can lead to approximately 4 months of	2,3,5

workshops and pastoral support to strengthen home-school partnerships.	additional progress. The most effective approaches help parents support learning and wellbeing at home.	
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Total budgeted cost: £93 890

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 2025 to 2026 academic year.

SATs results July 2026

PP (15 children)

	Expected standard +	Greater Depth standard
Reading	100%	40%
Writing	87%	
SPAG	87%	33%
Maths	87%	7%

Combined 80%

The significant improvement in outcomes for pupils eligible for Pupil Premium funding reflects our highly strategic and targeted approach to teaching, intervention and monitoring. Pupils benefited from timely, time-bound interventions that were carefully selected to address identified gaps in learning and were regularly reviewed to ensure impact. Through termly pupil progress meetings involving the Assistant Headteacher and Inclusion Assistant Headteacher, the progress of all pupils eligible for Pupil Premium funding was closely monitored, enabling barriers to learning to be identified and addressed promptly. Additional release time for subject leaders strengthened curriculum development and enhanced pedagogical approaches across the school, ensuring consistently high-quality teaching and learning experiences. Interventions were delivered by skilled HLTAs and support staff, with children identified through pupil progress meetings based on attainment, progress and individual needs. This rigorous and responsive approach ensured that support was both targeted and effective, resulting in exceptional outcomes, with 100% of Pupil Premium pupils achieving the expected standard or above in reading, 87% in writing and mathematics and 80% achieving the combined expected standard.

We have also utilised Surrey STIPs (Specialist Teachers in Practice) to provide specialist advice, practical strategies and staff coaching through regular consultation clinics. These clinics enabled teaching staff to discuss individual children, develop targeted support approaches and implement evidence-informed strategies consistently across classes, strengthening inclusive practice and helping children overcome barriers to learning at an early stage.

Our investment in emotional wellbeing has remained a significant strength across the school. Our team of four qualified ELSAs (Emotional Literacy Support Assistants) provide targeted support for more than 50 children, delivering individual and small-group interventions that develop emotional regulation, resilience, self-esteem and social skills. This highly valued provision has had a positive impact not only on children's wellbeing and readiness to learn, but also on supporting families through periods of challenge and transition. The strong culture of wellbeing across the school was recognised through the successful reaccreditation of the Wellbeing Award in July 2026, demonstrating our ongoing commitment to fostering a nurturing, inclusive environment where children and families feel supported, valued and able to thrive. This commitment is further strengthened through our engagement with the Nurturing Schools Programme and work towards the Nurture UK Award, embedding nurturing principles throughout school life and ensuring that relationships, emotional wellbeing and positive outcomes are at the heart of our practice. Through early intervention, a whole-school nurturing approach and close collaboration with parents, staff and external agencies, our ELSA provision continues to play a key role in removing barriers to learning, promoting attendance and enabling all children to achieve their full potential.

Upskilling the Year 5 team in the use of the Boxall Profile Online has strengthened our ability to identify, assess and monitor children's social and emotional needs at an early stage. Staff are now better equipped to use assessment information to inform targeted interventions and adapt classroom practice to support individual children more effectively. The use of the Boxall Profile has enabled a more consistent and evidence-based approach to tracking progress in children's emotional wellbeing, resilience and engagement with learning. As a result, support is implemented more rapidly, outcomes are reviewed more systematically, and children receive provision that is closely matched to their needs, helping to remove barriers to learning and improve both wellbeing and academic achievement.

We have used a combination of school data, assessment information and pastoral observations to identify and address the wider barriers that may impact the achievement of disadvantaged children, including attendance, behaviour, engagement and emotional wellbeing. This comprehensive approach has enabled us to implement timely and targeted support, ensuring that children are not only making strong academic progress but are also developing socially and emotionally. By regularly reviewing outcomes and re-

sponding proactively to emerging needs, we have maintained a relentless focus on securing excellence for disadvantaged children across all aspects of school life, enabling them to thrive, achieve and fully participate in the opportunities available to them.

100% of pupils entitled to Pupil Premium funding attended at least one residential trip during their four years at Ravenscote Junior School, demonstrating our commitment to ensuring all children can access the full breadth of opportunities offered by the school.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
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.