

## Pupil premium strategy statement – *Wallisdean Junior School*

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 – 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sandra Cammish Executive Head Teacher
Pupil premium lead	Naomi Milczarek Inclusion Lead
Governor / Trustee lead	Luis Johnson Andrew Feltham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,655

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good academic and social and emotional progress. Also that they have high ambitions, beyond academic achievement to become successful citizens.

Across our Federation we develop children's skills in key areas, using The Six Strands approach. We use Learning Powers (respect, resilience, confidence, responsible, resourceful and independent) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success and to have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

The focus of our pupil premium strategy is to support pupil premium children to achieve that goal, including progress and ambitions for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are pupil premium or not.

High-quality inclusive teaching is at the heart of our approach, with a focus on areas in which pupil premium children require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-pupil premium children in our school.

At Wallisdean Junior School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences and focus on the development of language and vocabulary. This will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers, provide enrichment opportunities to engage learning.

Implicit in the intended outcomes detailed below, is the intention that non-pupil premium children's attainment will be sustained and improved alongside progress for their pupil premium peers.

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 children excel. To ensure they are effective we will:

- ensure pupil premium children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupil premium children's outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupil premium pupils. These are evident across the Federation and, in general, are more prevalent among our pupil premium pupils than their peers. A strong emphasis is needed on development of language understanding, narrative skills, speech sound pronunciation and vocabulary, including technical subject-specific vocabulary.
2	<p>Our assessments and observations indicate that the education and well-being of some of our pupil premium pupils have been impacted by partial school, and pre-school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations.</p> <p><b><u>July end of year 2025 assessment</u></b></p> <p><b><u>Year 3</u></b></p> <p>Reading, at expected level, non-pupil premium are outperforming pupil premium by 12%. At exceeding level, by 16%.</p> <p>Writing, at expected level, non-pupil premium are outperforming pupil premium by 7%. At exceeding level, by 13%.</p> <p>Maths, at expected level, non-pupil premium are outperforming pupil premium by 12%. At exceeding level, by 18%.</p> <p><b><u>Year 4</u></b></p> <p>Reading, at expected level, pupil premium are outperforming non-pupil premium by 12%. At exceeding level, by 7%.</p> <p>Writing, at expected level, non-pupil premium are outperforming pupil premium by 9%. At exceeding level, no gap.</p> <p>Maths, at expected level, premium are outperforming non-pupil premium by 15%. At exceeding level, by 6%.</p> <p><b><u>Year 5</u></b></p> <p>Reading, at expected level, non-pupil premium are outperforming pupil premium by 5%. At exceeding level, by 28%.</p> <p>Writing, at expected level, non-pupil premium are outperforming pupil premium by 12%. At exceeding level, by 13%.</p> <p>Maths, at expected level, non-pupil premium are outperforming pupil premium by 15%. At exceeding level, by 15%.</p>

	<p><b><u>Year 6</u></b></p> <p>Reading, at expected level, pupil premium are outperforming non-pupil premium by 8%. At exceeding level, non-pupil premium are outperforming pupil premium by 16%.</p> <p>Writing, at expected level, no gap. At exceeding level, non-pupil premium are outperforming pupil premium by 18%.</p> <p>Maths, at expected level, no gap. At exceeding level, no gap.</p> <p><b><u>Focus for year 2025/2026</u></b></p> <p>Year 3 – Pupil premium children in all areas, both at exceeding and expected level. Please note: 30% of pupil premium children are SEND.</p> <p>Year 4 – Pupil premium children, writing, at expected level.</p> <p>Year 5 – Pupil premium children in all areas, both at exceeding and expected level. Please note: 21% of pupil premium children are SEND.</p> <p>Year 6 – Pupil premium children, reading at exceeding. Pupil premium children, writing, at exceeding.</p>
3	<p>Our assessments and observations indicate that many pupil premium pupils need support to develop their emotional literacy, social and emotional skills, positive learning behaviours and good mental health and wellbeing. Pupil premium children can often be more tired and find it harder to concentrate. Some pupil premium children lack real life experiences which build resilience and other skills needed. Turbulence affects some pupils who have had multiple school moves. Turbulent family situations can impact on some children's physical and emotional wellbeing. Some children require additional emotional support, particularly in starting the day.</p>
4	<p>Our assessments and observations indicate that many pupil premium children have difficulties with fine and gross motor skills (something which has been amplified by the national lockdowns).</p>
5	<p>Our attendance data from 2024/25 indicates that attendance among pupil premium children last year was 2.8% below non-pupil premium. The percentage of pupil premium children who are persistently absent has risen from 3% to 6%.</p> <p>Poor attendance adversely affects the progress of some children, their attitudes to learning and social and emotional development. Attendance will continue to be monitored.</p>
6	<p>Our observations show that some pupil premium children do not come to school with suitable clothing and equipment (uniform, PE kit) to access the curriculum. They also cannot afford to pay for extra-curricular clubs or school trip.</p>
7	<p>Our observations show that additional emotional support for some Service children is needed. It also benefits these children to form links with other Service children.</p>

## 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
Improved oral language skills and vocabulary among pupil premium pupils.	Assessments and observations indicate significantly improved oral language among pupil premium pupils. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupil premium pupils.	Sustained high levels of wellbeing from 2028/29 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil conferencing, student and parent surveys and teacher observations.</li> </ul> significant participation in enrichment activities, particularly among pupil premium pupils.
Improved reading attainment and accelerated progress among pupil premium pupils.	KS2 reading outcomes in 2028/29 show that 83% or more pupil premium pupils met the expected standard.
Improved maths attainment and accelerated progress for pupil premium pupils at the end of KS2.	KS2 maths outcomes in 2028/29 show that 79% or more pupil premium pupils met the expected standard.
Improved writing attainment and accelerated progress for pupil premium pupils at the end of KS2. This will also show the improvement of fine and gross motor skills.	KS2 writing outcomes in 2028/29 show 78% or more pupil premium pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.	Sustained high attendance from 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-pupil premium peers being reduced</li> <li>the percentage of all pupils who are persistently absent being reduced and the figure among pupil premium pupils being equal to their peers.</li> </ul>
To provide children with adequate equipment to access the curriculum	All children being able to participate in activities requiring equipment eg PE, swimming lessons etc.

To provide emotional support for Service children and enable them to form links with other Service children.	<p>Sustained high levels of wellbeing from 2028/29 for Service children, demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil conferencing, student and parent surveys and teacher observations</li> </ul> <p>significant participation in enrichment activities for Service Children.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Speaking and listening are at the heart of all language development. They are foundational for reading and writing, whilst proving essential for thinking and communication. Teaching should focus on pupils' language development, particularly their expressive language, which will also support their writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1
Continued Purchase/Resourcing of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 4

<p>and enabling target groups for those children not at age expectation particularly those below Age related Expectation in our end of year 2025 data.</p>	<p>Systematic synthetic phonics programmes (SSP) are for pupils of all ages who are learning to read. These programmes have three things in common: they teach pupils GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse pupils by mixing material from different programmes or across different classrooms – hence the phrase ‘fidelity to the programme’. For example, one programme might use the term ‘split digraph’, while another might refer to ‘magic e’ for the same vowel GPC in a word such as ‘late’.</p> <p>DfE The Reading Framework 2023  <a href="#">The Reading Framework 2023</a></p> <p>Actively teaching reading fluency is important for all pupils, with those judged to be struggling likely to benefit from targeted support. When considering targeted support, diagnosis of the specific issues should be the first step before selecting an intervention. For example, it is important to check for weaknesses in decoding or comprehension before concluding that reading fluency should be the primary focus of targeted support. Most children learn how to decode words in Reception and Key Stage 1. However, pupils are likely to continue to benefit from some phonics work in Key Stage 2.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Purchasing of home reading books that effectively work alongside our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils, to maintain stock and replace any damage/wear and tear.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Decodable books and text for children to read “so that beginner readers read books at the right level of difficulty, teachers should make sure their organisation of these books is matched closely to the order in which GPCs are introduced in the</p>	2



	<p>programme. For example, a book that includes the word 'play' should be placed so that children are not asked to read it until the digraph 'ay' has been taught".</p> <p>DFE The Reading Framework 2023  <a href="#">The Reading Framework 2023</a></p> <p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff led by our Mental Health Lead and Wellbeing Team</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund leader release time to embed key elements of guidance in school and to support teachers with planning.</p> <p>This enables Maths Leader to ensure adaptive teaching and accelerated progress for Pupil Premium</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Teachers must draw on their knowledge of mathematics, professional experience and judgement, and assessment of their pupils' knowledge and understanding. The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are</p>	



children who are below expectation in our end of year data 2025 and close to Exceeding children.	<p>likely to encounter, and how mathematics can most effectively be taught.</p> <p>Continuing Professional Development (CPD) will be an important component of implementation and is key to raising the quality of teaching and teacher knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £49,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupil premium pupils who require further phonics support from end of year data 2025.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from pupil premium backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Systematic synthetic phonics programmes (SSP) are for pupils of all ages who are learning to read. These programmes have three things in common: they teach pupils GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse pupils by mixing material from different programmes or across different classrooms – hence the phrase ‘fidelity to the programme’. For example, one programme might use the term ‘split digraph’, while another might refer to ‘magic e’ for the same vowel GPC in a word such as ‘late’.</p> <p>DFE The Reading Framework 2023 <a href="#">The Reading Framework 2023</a></p> <p>One to one or small group instruction from qualified teachers and reading specialists are among the most effective. Structured interventions delivered by teaching</p>	2 4

	<p>assistants can also have a large positive impact on learner outcomes. To excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
To provide additional fine and gross motor interventions for pupil premium pupils who have relatively low fine and gross motor skills.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
To provide additional Maths interventions for pupil premium pupils who have relatively low number sense.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Schools should focus on improvements to core classroom teaching that support all children in the class. With this in place, the need for catch up intervention should decrease. Nevertheless, some high-quality, structured intervention may still be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. Interventions should start early, be evidence-based and be carefully planned. Interventions should include explicit and systematic instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	2
To provide a blend of tuition, and group	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1 2 4

<p>intervention for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be pupil premium, including those who are high attainers.</p>	<p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>High quality tutoring can offer crucial evidence-based support for pupils. High quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a></p>	
<p>To provide additional emotional literacy support for pupil premium pupils if needed due to life changes, circumstances or experiences.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £23,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training on behaviour management approaches, with the aim of continuing to	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3 2

follow school ethos and sustain behaviour across school.		
Continue whole school staff training in Mental Health and Well Being, e.g. Attachment and Trauma Approach, StormBreak, including inducting new staff planned by the Mental Health and Well Being Team.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-endowment/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>School level approaches to developing a school ethos, which also aim to support greater engagement in learning</p> <p>Social and Emotional Learning – Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3
To provide for, or access to equipment, uniform for pupil premium children without the correct equipment to access the curriculum.	<p>Our own observations indicate that for pupil premium children not being provided with the correct equipment or uniform not only affects their academic progress but can impact on their social and emotional learning. Providing the correct equipment or uniform for them out of pupil premium funding means they are not impacted by lack of equipment or uniform both emotionally and academically.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-endowment/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	6
To provide access to trips for all children to enhance the curriculum and develop their cultural capital	<p>Both oral language and literacy research support that children need first hand experiences to develop their use of language.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	6
To provide funded places for pupil premium children to our range of after school clubs.	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts Participation</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2 3

	<p>There is some evidence that involvement in extra-curricular sporting activities might increase pupil attendance.</p> <p>Physical Activity  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	
To provide parenting support from our parent support worker to families who need support with issues such as behavior, parenting and accessing/referrals to services.	<p>Case studies from our setting show that parents being supported with routine, sleeping and behaviour strategies have impacted on children's attendance and readiness to learn.</p>	3 5
To identify any gaps in learning service children's education caused by moving between schools and address with targeted support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  and in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	7
To provide staffing and resources for an after school club for Service children.	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts Participation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	7
Embedding principles of good practice set out in the	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

DfE's publication 'Working together to improve school attendance'. August 2024	<a href="#">DFE Attendance 2024</a>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total budgeted cost: £ 116,655**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b><u>Pupil Premium attainment</u></b>		
End of year data for Year 6 Pupil Premium 2025		
Headlines:		
<ul style="list-style-type: none"> <li>In Reading 74% of pupil premium pupils achieved the expected standard and 42% of pupil premium pupils achieved greater depth standard. Pupil premium data is at a three year high at expected standard at 73.7% (2024 was 66.7% and 2023 was 50%)</li> <li>In Maths 74% of pupil premium pupils achieved the expected standard and 11% of pupil premium pupils achieved Greater depth. Pupil premium data is at a three year high at expected standard at 73.7% (2024 was 51.9% and 2023 was 43.9%)</li> <li>In Writing 74% of pupil premium pupils achieved the expected standard and 21% achieved greater depth standard. Pupil premium data is at a three year high at expected standard at 73.7% (2024 was 62.5% and 2023 was 57.1%)</li> </ul>		
<b><u>Pupil Premium Exceeding Impact:</u></b>		
Pupil Premium Priorities 24/25	2024	2025
Year 4 Exceeding Reading	Gap 41%	Gap 28% (-13%)
Year 4 Exceeding Maths	Gap 22%	Gap 15% (-7%)
Year 5 Exceeding Maths	Gap 14%	Gap 0% (-14%)
Year 6 Exceeding Maths	Gap 16%	Gap 11% (-5%)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Read, Write Inc	Ruth Miskin



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

One of our Teaching Assistants is dedicated to the emotional wellbeing of service children. Our Inclusion Leader is responsible for the academic achievement of service children.

Service children attended a weekly after school club staffed by the designated Teaching Assistant.

In these sessions they did activities such as crafts, sports and cooking and were supported to develop relationships with other service children. Children created 'still photo books' to stay connected to their deployed parent, and a teddy was provided for the deployed parent to take away with them. When the parent returned, they were invited to the club to share their experiences and the children shared their photo book.

We also identified and gaps in Service children's education caused by moving between schools, which we addressed with targeted support.

### **The impact of that spending on service pupil premium eligible pupils**

Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated good progress in all subject areas.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly pupil premium pupils.

### Planning, implementation, and evaluation

This year we plan to achieve the Inclusion Quality Mark award for the Junior School. This will include annual reviewing of our provision for the pupil premium children.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by pupil premium pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on pupil premium pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.