

Pupil premium strategy statement – 2025 – 2026

Devonshire Junior Academy

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
School Name	Devonshire Junior Academy
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25, 2025-26, 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Elise Waldron Head Teacher
Pupil premium lead	Joy Williams
Governor / Trustee lead	Harpal Tiwana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,010
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£203,010
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Our intent for our disadvantaged pupils is to raise attainment, build positive relationships between all stakeholders and flip the wider disadvantage where possible so that all children can be the best they can be.

Devonshire Junior's current pupil premium plan works towards achieving this across a 3-year period providing an overarching strategy, or key principles, focusing on building upon the progression of learning towards end of key stage outcomes while supporting their personal development. We believe providing a tiered approach leads to the best outcomes for all pupils.

Initiatives to raise attainment includes a range of actions as outlined in this strategy to provide high level, quality first teaching and learning, small group and 1:1 interventions and quality resources. Language acquisition features highly, supported by an oracy framework. A continuing metacognition and self-regulation approach is key to the strategic work we are doing with the intention that consistently high-quality teaching and self-regulated pupils benefits the whole school culture and raises standards for all. Robust tracking of pupil progress, observation of teaching and learning, bespoke 1:1 coaching supported by Step Lab and gaining pupil voice across the key stage closely monitors the impact of this part of the strategy.

A double-pronged approach of improving both academic outcomes for all, and outcomes for personal development provides the equity that our disadvantaged pupils need to leave Devonshire Junior as proficient, articulate, confident learners and citizens, ready for their next stage of education.

Underpinning this approach, is a tireless effort on behalf of school to build positive relationships with our children, their families and the wider community. This ranges from professional interventions of support and services; quality, ongoing CPD for staff and community partnerships which provide both supportive and aspirational opportunities. Strong relationships and robust processes within academy council provide accountability.

Regular review and evaluation of this strategy, as we monitor progress throughout the year, enables us to adapt practice where needed. Any adaptations to the strategy because of the ongoing evaluation are noted in the review in Part B, particularly where we have implemented a more robust approach. We believe that all children are unique and know that sometimes a different approach may be required as we receive new cohorts each year. We are also acutely aware that in some instances there are disadvantaged pupils who do not have 'gaps' with their non-disadvantaged peers, but who with an extra layer of equity could become greater depth pupils. For them, providing every opportunity to reach the very highest levels of attainment is the necessary intervention.

The Education Endowment Foundation supports this tiered approach to provide a balance of approaches between improving teaching and learning, targeted support and wider non-academic strategies.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language. 80% of our pupils have English as an additional language, and some have been newly arrived to the country during their time with us.</p> <p>2021 Census reports our ward has the highest percentage in the borough of households where English is not the first language, 76% of Smethwick's population are from ethnic minorities. Many children are primarily exposed to their first language at home, which can cause delays in their written, spoken, and reading skills in English.</p> <p>Although decoding is mostly picked up quickly in KS1, there are some children who need extra phonics support and intervention. Children are at a disadvantage with vocabulary and inference skills. It impacts everything from reading comprehension to maths reasoning. It also impacts on their ability to understand their emotions by not being able to name how they are feeling and learn to respond appropriately.</p> <p>Language challenges do not only affect reading. Due to having English as an additional language, many children lack confidence with oracy. This can act as a barrier to full participation in learning. As many parents do not choose to speak English in the home, their early language skills, and English language, needs continued support. This can be seen in a range of outcomes, from their ability to listen carefully and follow instructions, to being able to verbalise feelings and emotions when being supported with self-regulation.</p>
2	<p>Socio-economic factors. The Indices of Multiple Deprivation (IMD) 2025 ranks Sandwell as the 5th most deprived local authority, with 37.7% of the population living in income deprived households and 54.4% of children living in income deprived households. Smethwick's neighbourhood is most deprived in relation to income, being more income deprived than 89% of Sandwell. The 2021 Census shows Smethwick has only 28% of its adult population in full time work.</p> <p>We have an unknown number of families with no recourse to public funding which we believe limits our pupil premium numbers. However, we have put in place a system of identifying and supporting families who are NRPF.</p>
3	<p>Social, Emotional & Mental Health and self-regulation. By Key Stage Two, this area of need accounts for almost a quarter of pupils on the SEN register. The year group which missed most of its reception year provision and part of its Year 1 provision due to Covid19, although making excellent progress academically have the highest proportion of SEMH need. They still need a wide</p>

	range of support for self-regulation, maintaining respectful relationships, and engaging in positive social interactions.
4	<p>SEND – currently 20.5 % of children at Devonshire Junior Academy have an SEN status, 7.2% of which have an EHCP. 39% of pupil premium children are on the SEN register or a cause for concern.</p> <p>The 3 main dominant areas of need on the SEND register by the time children reach us in Key Stage 2 are moderate learning difficulties; Speech, Language & Communication Needs; and Social, Emotional & Mental Health needs. SEND support was the only pupil group to see a decrease rather than increase in attendance, due to the growing number of pupils with complex learning and physical needs.</p>
5	<p>Attendance and punctuality. Attendance figures have returned to their high pre-Covid levels of 96% with year-on-year increase for the last 3 years due to robust diligence ensuring a bespoke approach to supporting individual family context. Pupil Premium attendance also saw a growth trend up to 95.5% in 2025. This pupil group includes pupils with complex learning and physical needs. There are other relevant associated health factors within the local public health profile that can impact attendance: for example, in 2021 census, Sandwell was the local authority area with the highest level of obesity in the West Midlands in year 6, with 33.7 per cent of children considered to be obese against an England average of 23.4 %. Work on identifying and preventing persistent absence and supporting families getting children into school is a priority; school has maintained the good practices embedded as part of the Laurel Trust action research project, where building trusting relationships and ensuring parents are frequently welcomed into school is highly successful.</p>
6	<p>Gaps in knowledge and experiences. Sandwell is the 5th most deprived local authority (IMD 2025) with 54.4% of children living in income deprived households. Having little disposable income after housing costs means our disadvantaged children may not have the access to wider experiences in the community or beyond from their early years that help develop neural pathways. This in turn prevents them building on schema, making wider links and developing a 'hinterland' knowledge, which adds meaning and essential context to core knowledge learned in school. This can impede the wider inference needed to attain at the very highest levels.</p>
7	<p>Reading gaps, language and oracy. Our 2022 intake arrived with Reading outcomes of 62.2% expected or above. Although much higher than the previous year, this cohort has been affected by the Covid 19 pandemic for their entire EYFS and part of their KS1 education. Gaps in phonic knowledge, fluency and inference/comprehension skills need early intervention to ensure they recover to year group, and eventually end of key stage, expectations. Also, due to limited interactions with a range of adults in spoken English in their early years, vocabulary needs to be a priority of not just the reading lesson but across the whole curriculum. Whilst we have worked hard to close many of the attainment</p>

	<p>gaps for reading with this cohort, their social and emotional use of language remains a challenge. Many of these children receive school or outside agency support for SEMH needs, which impacts their relationships both within school and the community.</p>
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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>Disadvantaged pupils can speak confidently in both informal and more formal scenarios. They show good listening skills by responding to cues, instructions and asking appropriate and challenging questions during learning. They can talk about their emotions and how these impact relationships during more unstructured times.</p> <p>(1,3,7)</p>	<p>Pupil premium pupils are well represented when delivering strategies to improve oracy, metacognition and self-regulation. Teachers prepare well to ensure lessons meet their needs, challenge them and allow them to assess understanding. Pupil premium pupils independently lead other activities for other children.</p> <p>EAL pupils make rapid progress in their English acquisition and engage confidently and clearly in conversations.</p> <p>Pupil voice shows that pupils speak clearly, politely and appropriately to adults and increasingly to each other. When reading aloud, they use the appropriate pitch and intonation required for the listener.</p>
<p>Increase numbers of disadvantaged pupils reaching Age Related Expectations (ARE) or higher in each year group for reading, writing and maths.</p> <p>(1,3,4,7)</p>	<p>Lesson drop-ins show that teachers have prepared lessons to meet the needs of, and challenge, disadvantaged pupils.</p> <p>Assessment trackers and tracking pupil progress meetings show pupils are making progress from year group starting points.</p> <p>Pupils have regularly attended interventions.</p> <p>Attendance and wider strategies have improved attendance of disadvantaged pupils</p>
<p>Accelerated progress for all pupil premium pupils particularly in reading and phonics</p>	<p>Sustained high attendance by 2026/27 – in line with national or better.</p>

(4,7)	<p>Reduced persistent absence.</p> <p>Increased PP participation in clubs, experiences and activities offered due to equity.</p> <p>Pupil voice shows children are engaged in the curriculum and participate in wider curriculum or cultural experiences.</p> <p>Pupil tracking shows that disadvantaged pupils are attaining higher due to wider experience and aspiration-based learning.</p>
(1,2,3)	<p>The personal development and behaviour of pupil premium pupils show increasing levels of self-regulation and emotional intelligence.</p> <p>All teachers have completed the CPD within our strategic metacognition and self-regulation approach.</p> <p>Lesson drop –ins show that pupils are self-regulated with their learning.</p> <p>Mentoring records show that effective interventions are used to support personal development.</p> <p>Behaviour records show minimal disruption in lessons.</p>

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: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing all staff with effective CPD to drive excellence in teaching and learning aligned to our strategic metacognition and self-regulation approach.</p> <p>This will require the</p>	<p>EEF research provides the following three professional development recommendations we strive to implement:</p> <p>1) When designing and selecting professional development, focus on the mechanisms.</p> <p>Consequently, choosing Step Lab as a provider delivers mechanisms of building on prior learning,</p>	1, 3, 4, 7

<p>frequent cover of individual teachers as we progress to the bespoke coaching element of the CPD.</p>	<p>goal setting and in school performance coaching. Cover has been provided to allow staff to both study and be coached.</p> <p>2) Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Middle leaders focussing on NPQs have the opportunity to both network within school and within the Trust, providing motivation and discussion to embed practice. Teachers will then be covered using internal staff to observe and develop their own teaching practice. A programme of peer observation/development, monitored by senior leaders, will follow the impact.</p> <p>3) Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <p>EEF Teaching & Learning Toolkit shows this approach leads to very high impact for very low cost based on extensive research. The potential impact is 7+ months additional progress. Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	
<p>Oracy training for all teachers in order to provide opportunities to use spoken word and formal language that will express opinion and impact confidence and self-esteem, preparing pupils for the wider world.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.(EEF +6)</p>	1, 7
<p>Continue to embed the teaching of phonics, vocabulary, language development, inference and comprehensions</p>	<p>Careful sequencing and teaching of vocabulary continues to support children in their comprehension inference skills</p> <p>Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6</p> <p>Reading and Phonics leads are an investment to ensure readers close any phonics gaps early in KS2, and that older children learning to read, such as those newly arrived to the country, have the expertise and provision to make rapid progress.</p>	1, 6, 7

	<p>Whole school phonics training has meant that every member of staff who works with children has undertaken training in the delivery of systematic synthetic phonics with a focus of staff modelling oral segmenting and blending.</p> <p>EEF evidence – Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	
<p>Purchase of further phonics reading books to support children at every stage of developing reading, including replacement/ additional Little Wandle catch up phonics books.</p>	<p>EEF evidence: The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	1, 4, 7
<p>Continue to purchase a wide variety of reading books to enhance teaching of foundation subjects, for the school library and class book corners to expose children to a variety of texts and authors which will enhance reading for pleasure. This will ensure that we continue to be well stocked in children's literature.</p>	<p>Research shows that reading and vocabulary are the key to 'knowing more'. See EEF research above.</p> <p>We invest in texts that show diverse central characters and settings so that all children within our context can identify with texts, and to raise aspirations.</p>	1,7
<p>Continue to focus on and embed the mastery approach to maths to support mathematical development and reasoning and arithmetic skills.</p>	<p>The Education Endowment Foundation ran a project investigating the effectiveness of Mathematics Mastery, which found that it had a positive impact on maths at primary level. Mathematics Mastery made, on average, one months' progress compared to other pupils in comparison schools. A similar average impact was found for pupils eligible for free school meals (EEF +1)</p> <p>Interesting 2024 Action Research from Axiom Maths found big disadvantage gaps among year 6 pupils in their experience of problem-solving and maths anxiety.</p>	7
<p>Continue to provide quality support (in terms of time and mentoring) and CPD for staff to develop as leaders. This includes CPD</p>	<p>Reviews that explore school turnaround by looking at the actions of school leaders, such as Meyers & Hitt (2017), find that successful turnaround (including improvement in student attainment) is associated</p>	All

<p>for both future and current school leaders on the NPQ programmes to ensure strong future strategic development for pupil outcomes.</p>	<p>with a focus on professional development (Teacher Development Trust). See also EEF professional development recommendations above.</p>	
<p>Provide time and support for the Writing Lead to continue in his professional role as local authority moderator, bringing expertise at to internal moderation and ensuring accurate assessment of writing, including greater depth.</p>	<p>Reviews that explore school turnaround by looking at the actions of school leaders, such as Meyers & Hitt (2017), find that successful turnaround (including improvement in student attainment) is associated with a focus on professional development (Teacher Development Trust). See also EEF professional development recommendations above.</p>	<p>1, 6, 7</p>

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with Reading Plus across Years 3-6. Reading Plus is a web-based program that builds upon the foundational skills of phonics and phonemic awareness to develop silent reading fluency, comprehension (deeper understanding), and re-engaging reluctant readers in Reading for Pleasure.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF +6)</p> <p>EEF evidence also states: Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1, 7</p>
<p>Ensure PP pupils have access to small group and</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller</p>	<p>1, 4, 5, 7</p>

<p>1:1 intervention as appropriate, particularly relating to phonics and arithmetic fluency. This will be both during school time and in addition to school time. Eg Maths n Munch, Times Table Clubs, Reading Clubs</p>	<p>the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work, which is more closely matched to learners' needs, explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness (EEF +4)</p> <p>EEF evidence regarding older children and phonics: While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p> <p>EEF Teaching and Learning Toolkit research shows that "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds". (EEF +5)</p>	
<p>Continue to ensure peer reading opportunities are in place. This will be both within the year group and between year groups.</p>	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. (EEF +5)</p>	1, 3
<p>Continue the highly successful book club led by senior leaders, targeting Year 5/6 pupil premium pupils with a focus on challenge towards greater depth reading outcomes.</p>	<p>Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6</p>	1, 6, 7

Provide an after-school homework club for disadvantaged pupils to enable them to access online learning platforms such as Reading Plus with the support of a member of teaching staff.	EEF Using Digital Technology to Improve Learning Review (2019) “there are a number of high-quality digital interventions currently available and supported by robust evidence of a positive impact on learning”.	2, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group peripatetic musical instrument tuition with SIPS music education.	EEF Teaching & Learning Toolkit: Arts Participation Arts participation can have a positive effect on both academic outcomes in other curriculum areas, and in re-engaging pupils in learning. Pupil Premium was introduced to support schools in encouraging social mobility. Arts participation opens a different level of advantage often closed to disadvantaged pupils.	2, 6
Transport to places of interest and experience linked to the curriculum and or visiting specialists in school that will inspire and motivate and could potentially lead to greater aspiration for the future and acquisition of cultural capital.	“A great curriculum builds cultural capital.” (OFSTED). Cultural capital was coined from academic work relating to social mobility. Pupil premium was introduced in 2011 to support schools in encouraging social mobility.	2, 3, 4, 6
Continue to employ EWO to raise attendance and lower PA for PP Pupils	The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i>	5
Provide opportunities for PP pupils, and families where possible, to access after school clubs and activities (arts: club, dance club, singing club.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF +3) A fundamental message from the Sporting Future strategy is that positive experience of sports and	2,3,4,6

Curriculum: science club, DT club, cooking club, book club. Sport: multisport club, girl's football, mixed football and table tennis)	physical activity must start when we're young to lay solid foundations for future participation, with all the positive mental and physical benefits that can bring (HM Government, 2015)	
Continue to employ mentor with family support capacity to support vulnerable families.	<p>Vulnerable families need support, and by making us a base for support, we empower parents, encourage collaborative learning and also raise parental engagement Research from EEF confirms this.</p> <p>EEF +4, +3</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes.</p> <p>EEF +2</p>	3, 5
PP pupils targeted first with extra curriculum or wellbeing projects and learning experiences to provide equity. The annual Poetry Slam at Birmingham Hippodrome, Young Voices, King Edwards Grammar School maths competitions.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (EEF +4)	2, 5
Continue to provide equity for participation in school organisations such as school council, PCSO and Eco Councillors or other initiatives which give disadvantaged pupils a voice and experience working with members of the community.	<p>Mentally Healthy Schools (Anna Freud National Centre for Children & Families) :</p> <p>“Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance”</p>	2, 6, 7
Foster partnerships with organisations that can offer cultural capital in a range of contexts (Welsh National Opera, Sandwell Cultural Education Partnership, Poetry Press, Birmingham Hippodrome, Young	<p>Sir Kevan Collins, EEF, 2015:</p> <p>Being clear eyed about the current state of the evidence on arts education enables us to reflect critically on what we want from our schools and why we engage in the work we do. In my view, schools should still find space in their day to ensure all children benefit from a stimulating arts education. We should continue to investigate links to other outcomes we value, but we shouldn't expect everything to link tightly to academic attainment. Instead,</p>	2, 5, 6

<p>Voices, Artsmark Award, BBC Radio WM)</p> <p>We believe that despite robust evidence yet to surface, these experiences help to provide our pupils with the hinterland knowledge they are missing that enable them to make full links with core curriculum knowledge.</p>	<p>we should teach the arts for their own sake – for the intrinsic value of learning creative skills and the enjoyment they bring – while at the same time doing our level best to ensure our children and young people leave school with a good level of literacy, numeracy and scientific curiosity.</p> <p>“The core knowledge you want pupils to remember is supported by an equally important hinterland, the little examples, the stories, the illustrations, the richness, the dwelling on this but not that, and the times when you as a teacher go off-piste with your passion.” Christine Counsell</p>	
<p>Poverty proofing the curriculum audit recommendations. Following the successful qualification I staff members as both auditors and research assistants, our school was audited and recommendations from the audit taken on board to ensure our school is poverty proofed. This will includes providing subsidy where needed to ensure the cost of the school day and wider experiences does not exclude disadvantaged pupils.</p>	<p>Children are the group of the population most likely to be in poverty, and child poverty has been rising in absolute and relative terms for nearly a decade during which pensioner poverty has fallen consistently and dramatically. (Children’s Commissioner, January 2021)</p> <p>Education Policy Institute report February 2022: -</p> <p>The disadvantage gap is even wider for students who are in long-term poverty (those who spend at least 80% of their school lives on free school meals), who trail their better off peers by as many as 1.6 grades on average at GCSE.</p> <ul style="list-style-type: none"> - For this group of the very poorest students who are in long-term poverty, the disadvantage gap has now failed to improve since 2011, despite government interventions. -There are now more students falling into this long-term poverty 80% FSM group. The proportion of all disadvantaged students that fall into this long-term poverty group increased to 39% in 2020, up from 35% in 2017. -The proportion of students confined to poverty for their <i>entire school lives</i> – those on FSM for 100% of the time has also risen, from 19% of all disadvantaged students in 2017 to 25% in 2020. 	<p>2, 4, 5</p>
<p>Providing PRACTICAL assistance such as uniform and lunch bags, subsidising school trips and experiences</p>	<p>Experiential learning and learning support are barriers in our context. By providing these, we are ensuring that PP children have the same chances as others. Sports provision, clubs, Sandwell Cultural Education Partnership projects, book club, small group tuition are all included in this. EEF shows these to be effective.</p> <p>EEF + 2, +4, +6</p>	<p>2</p>

	“What matters to children from low-income families is that a school enables them to achieve a qualification to get on in life.”	
Safe and well checks ongoing for vulnerable and disadvantaged families.	Home-school liaison officers are good for targeted contact with ‘hard to reach’ or ‘under-served’ families, especially when there are limited language or literacy skills in the family (Emerson et al 2012).	1, 2
1:1 Pupil premium mentoring /aspiration/ feedback sessions with class teacher. A strategy to help teachers build strong relationships based on knowledge of the whole child and their context. Teachers have pupil premium children quickly identified, and provide positive attention and opportunities which raise aspirations.	A blended approach based on evidence from EEF for mentoring and feedback based on the child feeling noticed and prioritised. Initial feedback from teachers has been very positive in that they have learned more about the child, their circumstances and what motivates them. They have used this knowledge to provide for example, reading material on subjects of interest that may not be provided at home. The children enjoy being the spotlight of an adult’s attention and inherently want to do better.	2, 5, 6
Total Budget	£204,000	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Funding for 2024 – 2025: 159,840

Analysis of school data, along with internal summative and formative assessments, shows that children who are pupil premium are making good progress. In Year 6, pupil premium pupils achieved all of the challenging end-of-year targets set in September 2024. Although results show that pupil premium pupils were behind their non-pupil premium peers, 22% of the group had additional educational needs and 15% were new to the school, with some also being new to the country in Year 5 or 6.

In addition, 30% of this group made rapid progress, moving from not achieving GLD to meeting the expected standard by Year 6. This demonstrates that the interventions implemented over time are effective. A greater number of pupil premium pupils achieved Greater Depth in reading and writing in 2025, and more pupils achieved the combined measure.

This analysis supports the effectiveness of the three-year strategy currently in place.

Improving teaching and learning/targeted support.

Our evaluation of the approaches delivered so far in this three-year plan indicates that monitoring and tracking pupil progress, including pupil premium meetings, has continued to ensure equity through quality-first teaching for disadvantaged pupils in 2024–25. Through quality-first teaching, disadvantaged children were prioritised for targeted questioning for assessment, small-group and 1:1 interventions, live marking and feedback, and vocabulary retrieval. Targeting pupils to close attainment gaps remained robust throughout the past academic year to ensure that no stone was left unturned in our drive to achieve value-added outcomes for disadvantaged pupils.

New phonics books were purchased again to support children in Years 3 and 4 with phonics gaps. An identified adult in each class was responsible for ensuring children were heard read and books were changed regularly. Teachers heard all children read in Key Stage 2, with priority given to disadvantaged pupils or those with higher need who may not have anyone at home to listen to them read. Records were kept showing when and how often pupils were heard reading aloud.

Reading Plus is now well embedded and remains a proven part of our reading provision. To ensure equity, all year 6 identified pupils had iPad devices in class to access Reading Plus, ensuring no child was unable to use the programme due to lack of technology. Some pupils were prioritised for additional Reading Plus on arrival to school, boosting their engagement with the programme. Weekly analysis of Reading Plus data highlighted where fluency was improving and where further intervention was required. Reading Plus was provided from Year 3 to Year 6 to maximise impact by the end of Key Stage 2.

Reading outcomes have increased year on year since 2019, reaching their highest levels in 2025 with **75% EXS+ and 35% GDS**. Devices were again used to ensure equitable access in class, and disadvantaged pupils were prioritised for homework club places. Teachers identified times during the school day for these pupils to access Reading Plus and supported parents to use the programme at home.

Quality CPD continued to drive rising expectations among teachers and higher standards in the classroom. A clear focus on metacognition and self-regulation resulted in improved participation from all pupils. School ensures accurate assessment using validated standardised tests for reading and maths so that pupils become familiar with the formats and gaps are quickly identified. This, alongside teacher

judgement, enabled careful planning of appropriate maths provision, with a focus on retrieval practice, manipulation, representation and abstract application. Word problems continued to play a pivotal role in maths teaching, helping pupils develop mathematical vocabulary and calculation skills.

Daily “Maths n’ Munch” morning sessions continued across the year, offering additional maths tuition based on gaps identified in class. Children received food and tuition before the school day started. Attendance was consistently high and monitored by SLT. As one of our most successful strategies, this continues for Year 6 pupils until after SATs, before resuming for Year 5 pupils. We saw an increase in the number of disadvantaged pupils achieving Greater Depth, rising to **22%**.

Our Oracy Leader continued to monitor and support practice in 2024–25, building on previous CPD which equipped teachers with the knowledge and tools to embed high-quality speaking and listening. Children are routinely observed initiating, building on and challenging ideas using taught oracy strategies.

Wider strategies

The *Sunshine Club*, led by the Learning Mentor, continued to provide food and enrichment opportunities for disadvantaged pupils. It offered support to harder-to-reach families through activities that build self-esteem and confidence, with the aim of improving attendance. Attendance steadily increased across 2023–25 and currently sits at **96%**, with disadvantaged pupils also attending well at **96%**. This marks a **3% rise over the past three years**.

Disadvantaged pupils also received mentoring sessions throughout the week, through check-ins or targeted interventions. This work was overseen and monitored by our Designated Safeguarding Lead, an experienced former mentor. This support has been invaluable in light of increasing community pressures and the impact of the cost of living locally.

Our EWO monitored both attendance of pupil premium pupils and was able to contact and support parents to engage with returning to full time school.

Equity was provided to disadvantaged children for a wide range of experiences to encourage attendance and improve self-confidence. Music tuition continued and a new cohort of pupils took up a new instrument. We have built on the previous year’s performance-led approach and filled 2024-25 with a range of performances from music to art, with children performing at the end of year play or Christmas play so that they learn to play for a purpose and an audience. Performance continues to be a key strand of development in our music and performing arts offer, allowing disadvantaged pupils to gain confidence and self-esteem in preparation for the next stage in their learning.

Our Sports Coach from Sports Plus continued to build strong relationships with pupils across school while delivering both curriculum PE and extracurricular provision. As pupils got to know him well, he began working with children in morning sessions in a blended mentoring/coaching role. He has provided a positive male role model for disadvantaged pupils with a range of needs, followed by inclusive sporting activities. Aware of the local impact of poverty on children’s physical and mental health, disadvantaged pupils were prioritised for access to sport. His whole-school presence placed him in an ideal position to join our mentoring team this year. Pupils respect him as their Sports Coach, and he is an excellent role model for raising aspirations and nurturing trusting relationships.

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
Reading Plus	Reading Solutions
Timetables Rockstars	TTR
MyMaths	Oxford University Press
Spelling Shed	Ed Shed
Kapow computing	Kapow Primary

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A