

Pupil Premium Strategy Statement 2022-25

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Joy Lane Primary School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	22% / 138
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028 (three academic years)
Date this statement was published	Draft 1/12/2025
Date on which it will be reviewed	
Statement authorised by	Ms Debra Hines Executive Headteacher Mr Mark Ashley-Jones Head of School
Pupil premium lead	Mr Mark Ashley-Jones Head of School
Governor / Trustee lead	Mrs Nicki Mattin Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 223,665
Recovery premium funding allocation this academic year	£0
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	£ 223,665

Part A: Pupil premium strategy plan

Statement of intent

At Joy Lane Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

Our Pupil Premium strategy, challenges, intended outcomes, activity and targeted support is very much aligned with our school priorities which is highlighted in the challenge numbers column.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils 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 disadvantaged pupils' 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 Attendance	Our attendance data indicates that attendance among disadvantaged children has been lower than for non-disadvantaged children with a widened gap. We have a high level of persistent absence among many disadvantaged children when compared with non-disadvantaged children. Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged children.
2 Speech and Language	Assessments, observations and discussions with pupils indicate under-developed oral language, speech skills and vocabulary gaps among many disadvantaged pupils. More specifically, over the last two academic years, we have seen an increase in under-developed speech skills in our youngest children. This, in turn, has a significant impact upon children's early reading and writing skills as they may be unable to pronounce and form sounds accurately.
3 Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and subsequent access to the wider curriculum.
4 Reading, Writing & Maths	Assessments indicate that attainment of disadvantaged pupils is below that of non-disadvantaged pupils. Our disadvantaged pupils have greater barriers to learning, particularly in reading, writing and maths.
5 Well-Being & Mental Health	The well-being and mental health of many of our disadvantaged pupils is a barrier to effective social interactions and academic progress at Joy Lane. This is very clear from assessments, observations of children and discussions with families. There is also a disparity between safeguarding concerns and in-school referrals for Pupil Premium children compared to all other pupils.

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
1 Attendance To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	Whole school attendance data demonstrates an improving profile, with a clear narrowing of the gap in attendance between all children and disadvantaged children. School attendance data to be more in-line with local and national percentages. Reduced percentage of disadvantaged (including SEND) pupils who are Persistently Absent compared to all other pupils.
2 Speech and Language Improved oral and language skills and vocabulary	Assessments and observations indicate significantly improved speech and oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going assessments.

among disadvantaged pupils	<ul style="list-style-type: none"> Phonics outcomes demonstrate improvements from children's starting points. Year R pupils demonstrate improvements against Speech Link and Language Link. Pupils across the school identified as requiring an intervention will demonstrate progress against their initial assessments
3 Phonics Improved phonics outcomes for all children, especially disadvantaged pupils	Assessments and observations indicate improved phonics skills among disadvantaged pupils from their starting points. Phonics data to be in-line with or exceed national expectations. Termly phonics data in Early Years and Key Stage 1 demonstrates progress and improvement from beginning to the end of the academic year.
4 Reading, Writing and Maths To improve progress and attainment for all disadvantaged children in core subjects	KS2 outcomes in 2025-26 for Reading, Writing, Maths and Science show that disadvantaged children achieve the national expected progress from their starting points. Key Stage 2 outcomes for Pupil Premium children to be mostly in line with all pupils.
5 Well-Being and Mental Health To achieve and sustain improved wellbeing for all pupils in our school, especially disadvantaged pupils	There will be a marked improvement in the PASS data against baseline assessments. The gap between Pupil Premium and Non-Pupil Premium will lessen. Most children, particularly our disadvantaged children will feel confident to share how they are feeling and be able to identify a strategy they can use to support them as and when appropriate. There will be a reduction in behaviour points recorded showing improved engagement and self-regulation as a result of the SEMH support received.

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: £ 119,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding dialogic activities that support development of oracy skills. These can support pupils to articulate key ideas, organize thoughts, consolidate understanding and extend vocabulary. Activities include:</p> <ul style="list-style-type: none"> • Use of Talk Treasure Chest in classrooms to extend vocabulary. • Guided Reading sessions model fluency and how to create a 'mental model' to support strong comprehension. • 'Book Banter' encourages high-quality classroom discussion and social interaction around texts. • Vocabulary rich, high-quality texts read aloud. • Voices for Choices encourages dialogue around learning (linked to metacognition). • Coram Beanstalk and Parent/Carer Reading Volunteers • Use of Widgit and Language through Colour to support vocabulary acquisition and comprehension. • Readers' Theatre (KS2) and a focus on poetry to encourage prosody, confidence and performance. • Pupil conferencing and oral feedback. 	<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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The reading framework (publishing.service.gov.uk)</p>	<p>2 Speech and Language 3 Phonics 4 Reading, Writing & Maths</p>
<p>Little Wandle phonics in EY and KS1, and Rapid Catch-Up groups in KS2.</p> <p>DfE validated Systematic Synthetic Phonics programme</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 disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 Phonics 4 Reading, Writing & Maths</p>

<p>'Book Banter' sessions across the school support children's reading for pleasure practices, encourage reading at home and prioritise opportunities for teachers to find out about their children's reading identities.</p> <p>Little Wandle phonics in EY and KS1, and Rapid Catch-Up groups in KS2.</p> <p>Guided Reading to be taught 4 x per week in KS2 and three times per week in EY/KS1 (in line with Little Wandle).</p> <p>Guided Reading sessions model fluency and how to create a 'mental model' to support strong comprehension.</p> <p>Reading aloud prioritised and rich, high-quality texts to be chosen.</p> <p>Star Reading Assessment tool to track progress.</p> <p>Fred's Teaching 'Fluency in 5' intervention.</p> <p>Continued focus on oracy skills through Readers' Theatre, poetry performances, etc.</p>	<p>OU Teachers as Readers study (Cremin et al., 2014):</p> <p><i>'We found that when the teachers widened their knowledge and pleasure in reading children's literature and other texts and become more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a Reading for Pleasure pedagogy and strong communities of readers within school (Cremin et al., 2014).'</i></p> <p>Teachers' knowledge of children's reading practices - Reading for Pleasure (ourfp.org)</p> <p>EEF Recommendation 3: Teach reading comprehension strategies through modelling and supported practice</p> <p>The EEF research outlines modelling and scaffolding key comprehension strategies, which Little Wandle and DERIC supports.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>The reading framework (publishing.service.gov.uk)</p>	<p>3 Phonics 4 Reading, Writing & Maths</p>
<p>White Rose Math to support maths mastery approach.</p> <p>Working Walls in Maths to support independence and reinforce and consolidate children's knowledge and understanding. To reference and reflect current work and individual steps being covered.</p> <p>Working in conjunction with Kent and Medway Maths Hub on a 4-year journey to adapt the way Maths is delivered with a 'maths mastery' approach.</p> <p>With a focus on mastering number in KS1, we have successfully begun to implement a new initiative with NCETM ensuring all children are number confident by the time they leave KS1</p> <p>Year 4 Multiplication Check: Daily in-class times tables practice through verbal recall, games, and songs, supported by weekly 'Kung Fu' test sessions and regular digital practice (including termly practice tests) using Times Tables</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>4 Reading, Writing & Maths</p>

<p>Rocks Stars on iPads. In addition, a weekly times table clubs and targeted early-morning work.</p>		
<p>Continue to use in-school approaches/tools to develop writing skills and fluency:</p> <ul style="list-style-type: none"> • Talk Treasure Chest (introducing challenging vocabulary) • Writing Ladders (grammar, punctuation and sentence skills prompts) • Language through Colour • Widgit (visual) <p>Working Walls in English to support independence and reinforce and consolidate children's knowledge and understanding.</p> <p>Language through Colour (supported by Widgit symbols) as a whole-school writing approach to support vocabulary acquisition, comprehension and sentence structure.</p> <p>A focus on 'writing for pleasure' encouraging purpose for writing, independence and creativity.</p> <p>Increased focus on oracy to strengthen foundational language skills, helping children to pre-formulate and organise ideas, expand vocabulary, and improve sentence structure.</p> <p>Review of the marking and feedback policy, with a focus on a 'no marking' approach to increase writer independence and bespoke feedback through pupil conferencing.</p>	<p>The approaches/tools that we use support the following recommendations from the EEF:</p> <p>EEF Recommendation 1: <i>Develop pupils' language capabilities</i></p> <p>EEF Recommendation 4: <i>Teach writing composition strategies through modelling and supported practice</i></p> <p>EEF Recommendation 5: <i>Develop pupils' transcription and sentence construction skills through extensive practice</i></p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Language through Colour is a locally developed, Kent-based resource created by speech and language specialists to support children with speech and language needs. Information is colour-coded according to the type of information it conveys, and each category is linked to associated questions. This approach helps children to understand the meaning of words and process information more quickly, thus helping to increase fluency in reading and writing.</p> <p>The Curriculum Review (Nov 2025) supports an increased focus on oracy: Curriculum and Assessment Review final report: Building a world-class curriculum for all</p>	<p>3 Phonics 4 Reading, Writing & Maths</p>
<p>Curriculum Pathways</p> <p>Assess current needs of children across the school and consider the stage of development to support planning.</p> <p>Create curriculum pathways to support the needs of all children, of all abilities and of all stages of development.</p> <p>Implement Pathways to ensure the children access an appropriate</p>	<p>Information taken from the Thrive website speaks of interruptions in development and how these need to be addressed in order to see children progressing; socially, emotionally and academically. By meeting the children's stage of development and providing a stage-appropriate curriculum, we would expect to see greater progress from their starting points.</p> <p>Child Development Theory The Thrive Approach</p>	<p>1 Attendance 2 Speech and Language 3 Phonics 4 Reading, Writing & Maths 5 Well Being & Mental Health</p>

<p>Curriculum. Additional training for staff, particularly supporting children in Pathway 1 and 2.</p>	<p>The concept of providing Curriculum Pathways works alongside THRIVE with a focus on stage-not-age learning opportunities being provided so that all children feel success and can demonstrate appropriate progress.</p> <p>Each Pathway is based upon key characteristics of learning taken from <i>The Engagement Model</i>: The engagement model - GOV.UK and <i>Development Matters</i>: Development Matters - Non-statutory curriculum guidance for the early years foundation stage progressing to the National Curriculum and builds upon key skills children need to develop to become active and engaged learners.</p>	
<p>Further establish THRIVE practice across the school</p> <p>Completion and review of whole class/small group profiles.</p> <p>Individual profiles completed for children are regularly recorded on the school behaviour chart.</p> <p>Whole school updates and training with a focus on declarative language and non-confrontational reflections.</p>	<p>Extract from Thrive UK website: Research behind Thrive The Thrive Approach</p> <p>“Thrive has been developed over the past 25 years, with its architects drawing from a wealth of research and experience in social work, psychotherapy and education.</p> <p>Combining their collective knowledge and experience, our founders developed a social and emotional development model that looked at children and young people's needs and provided responses and activities to engage them with life and learning.”</p> <p>The Thrive approach is based upon 4 pillars or research:</p> <ul style="list-style-type: none"> - Attachment Theory - Child Development Theory - Neuroscience and - Play, Creativity and the Arts <p>To date, the impact within the school setting has been significant, with key children being able to re-integrate back into class and a reduction in serious incidents. The use of WING (I Wonder, I Imagine, I Notice, I Guess) phrases has supported the de-escalation of situations and allowed meaningful co-regulation.</p>	<p>1 Attendance 5 Well Being & Mental Health</p>
<p>‘Voices for Choices’ approach to learning throughout the school based on the Early Years Characteristics of Effective Learning.</p>	<p>The CoEL and Voices for Choices approach are metacognition in action and research suggests pupil progress is enhanced by on average 8months (EEF)</p> <p>Metacognition Teaching Strategies & Classroom Activities http://highspeedtraining.co.uk</p>	<p>2 Speech and Language 5 Well Being & Mental Health</p>

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

Budgeted cost: £ 59,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assess all children on entry to Reception using Speech and language link, to determine gaps.</p> <p>Speech intervention to be prioritised in Reception and supported by HLTA.</p> <p>Speech and Language interventions to be supported across KS1 and KS2 for identified children – led by HLTA.</p> <p>Trial of Cued Articulation to support speech pronunciation during Phonics session in Reception.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Cued articulation is a system that supports the pronunciation of sounds through visual cues. These cues indicate where the sound is produced to ensure accuracy when saying them. The system has been devised to support individual or whole class teaching of phonics and is a strategy recommended by Speech and Language therapist. Speech sounds Kent Community Health NHS Foundation Trust</p>	<p>2 Speech and Language 3 Phonics</p>
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p> <p>Teachers and Leadership Team: SH, JT, CC, LR</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 Phonics 4 Reading, Writing & Maths</p>

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

Budgeted cost: £ 54,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in the DfE's statutory Improving School Attendance guidance.</p> <p>This will involve training and release time for key staff to develop and implement new procedures to improve attendance.</p> <p>Professional Development Meetings /PPA time used to share research around attendance that suggests 'Pupil Attendance' is everyone's business</p> <p>Weekly meetings between Head of School, attendance officer, personal assistant and safeguarding officer</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Good practice initiatives:</p> <ul style="list-style-type: none"> • Continue to grow and embed a whole school culture/collective responsibility where the attendance of pupils at JLPS is everybody's responsibility • HOS to lead the Cacot collaboration of schools' 'Attendance Group' to share 'Good Practice' • Attendance team to triangulate work with Safeguarding and Inclusion to ensure a joined-up approach with children and families • School initiatives implemented such as the NUDGE approach by teachers to encourage better pupil attendance • A Persistent Absentee list shared with staff to encourage more resilience and a better understanding of whether pupils should be sent home (a triage system introduced between staff members and the Leadership team) • X three per year Targeted Support Meetings in conjunction with the Local Authority and Janet Benjamin KPAS officer • Updated Attendance Policy that reflects the latest guidance from the DFE <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Principles of implementing a whole school attendance policy, which requires commitment from the whole school community in tackling poor and inconsistent attendance:</p> <ul style="list-style-type: none"> • Leadership and Management • Relationships and communication • Systems and data • Intervention 	<p>1 Attendance 2 Speech and Language 3 Phonics 4 Reading, Writing & Maths 5 Well Being & Mental Health</p>
<p>After being awarded Platinum status, to further develop and sustain the OPAL approach to ensure all pupils, particularly disadvantaged pupils, benefit from high-quality, structured outdoor play. This includes</p>	<p>Research shows that high-quality outdoor play improves pupils' social development, resilience, physical activity levels, and overall well-being. Studies into play provision highlight that structured, well-resourced outdoor environments lead to better cooperation, reduced conflict, and</p>	<p>1 Attendance 5 Well Being & Mental Health</p>

<p>enhancing play resources and introducing new activities (such as tree climbing), maintaining and enhancing zoned play areas, and supporting staff training to facilitate purposeful, inclusive play opportunities.</p>	<p>increased engagement. OPAL's whole-school, play-based approach aligns with evidence indicating that regular, diverse play opportunities support emotional regulation, language development, and readiness to learn, contributing to improved behaviour and learning outcomes across the school day.</p> <p>Research & evidence - Outdoor Play and Learning</p>	
<p>Behaviour policy Weekly monitoring of behaviour discussed in SLT. Focus on PP behaviour and a discussion on how to support interventions led by teachers and support staff. Review of policy to include Thrive Approach. Continue to monitor consistency. Staff training and communication during PDMs. Pupil voice collected and actioned. Parent voice collected and actioned. Work collaboratively with the parent council to identify concerns and listen to suggestions.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Behaviour interventions EEF</p> <p>Restorative practice in education: Education Network</p>	<p>1 Attendance 2 Speech and Language 3 Phonics 4 Reading, Writing & Maths 5 Well Being & Mental Health</p>
<p>ELSA support and Counselling available to all</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF</p> <p>Action for Children has published recent research which highlighted that one in six children aged 5-16 are likely to have a mental health problem. This figure has gone up by 65% in the last decade.</p> <p>Is youth mental health getting better or worse? Action For Children</p> <p>As a result of the research above, the British Association of Counselling and Psychotherapy (BACP) have been conducting their own research to support the promotion of counselling in all schools. School counselling in England campaign</p>	<p>1 Attendance 5 Well Being & Mental Health</p>
<p>School clubs, trips, residential and swimming which incur costs subsidised for those pupils eligible for PP</p>	<p>Some pupil premium families are unable to access enrichment activities. The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all</p>	<p>1 Attendance 5 Well Being & Mental Health</p>

	children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	
The cost of uniform subsidised for those pupils eligible for PP should they require support.	EEF: Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms. School uniform EEF (educationendowmentfoundation.org.uk)	1 Attendance 5 Well Being & Mental Health
Contingency fund for acute issues i.e., emergency support in Breakfast or After School Club, access to enrichment activities such as music and swimming tuition.	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.	1 Attendance 2 Speech and Language 3 Phonics 4 Reading, Writing & Maths 5 Well Being & Mental Health

Total budgeted cost: £233,665

Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

Intended outcome	Success criteria	Review
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	<p>Whole school attendance data demonstrates an improving profile, with a clear narrowing of the gap in attendance between all children and dis-advantaged children.</p> <p>School attendance data to be more in-line with local and national percentages</p> <p>A clear upward trend and narrowing of the gap term on term between attendance levels of all pupils versus disadvantaged pupils taking into account the continuing impact of COVID 19, FLU and Scarlet Fever.</p> <p>To reduce the percentage of disadvantaged pupils that are Persistently Absent compared to all other pupils from the lowest point in December 2022.</p> <p>To review and implement an updated school attendance and punctuality policy with the school leadership team to ensure it reflects the now statutory 'Working together to improve school attendance' document in order to build a whole school culture on improving attendance.</p>	<p>2022-23: Whole School attendance 93% Pupil Premium attendance 88.2% Gap of 4.8%</p> <p>2023-24 (November): Whole School attendance 94.5% Pupil Premium attendance 91% Gap of 3.5%</p> <p>2024-25: Whole School Attendance 94.9% Pupil Premium Attendance 90% Gap 4.9%</p> <p>Our whole school strategy is continuing to have an impact with the gap between whole school and Pupil Premium children's attendance narrowing.</p>
Improved oral and language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going assessments.</p> <ul style="list-style-type: none"> Reading outcomes demonstrate improvements from children's starting points. 	<p>A total of 49 children accessed an individual Speech intervention during the academic year 2024-2025. Of the 49 children, 27 of these were Pupil Premium (55%).</p> <p>5 of our Pupil Premium (19%) have now been completely closed to our in-school intervention and are being monitored in class. They will be reassessed in 6 months to ensure they remain on track.</p> <p>81% of our Pupil Premium children accessing a speech intervention made expected, or good,</p>

	<ul style="list-style-type: none"> Year R pupils demonstrate improvements against baseline speech and language screener. Pupils across the school identified as requiring an intervention will demonstrate progress against their initial assessments. 	<p>progress by the end of year. Whilst 22 Pupil Premium children will continue accessing this intervention into this academic year, they have been able to progress onto their next target.</p> <p>Two Pupil Premium children made more than expected progress and now no longer require this intervention.</p> <p>Based on our in-school speech assessments, there remains a gap between our Pupil Premium and non-Pupil Premium children however, this has remained consistent.</p> <p>The reduction in numbers of children requiring the SALT intervention in KS2, is a reflection of the direct impact the support has had. This has allowed a continued focus on the Speech within the Early Years which continues to be the greatest need for this academic year. <i>Please see below for Phonics and reading outcomes.</i></p>
Improved phonics outcomes for disadvantaged pupils	<p>Assessments and observations indicate significantly improved phonics skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going assessments. Internal and external phonics data to be in-line with or exceed national expectations.</p> <p>Termly phonics data in Early Years and Key Stage 1 demonstrates progress and improvement from September 2023 through to July 2024.</p>	<p>In Year 1 2025, Phonics Screening data showed that 75% of the cohort passed the phonics screening compared to 63% of Pupil Premium children. Despite there still being a gap of 12%, of the Pupil Premium children that did not pass the screening 5/7 have additional SEN needs (71%).</p> <p>All children that did not pass their screening in Year 1 are accessing phonics interventions with an additional teacher, additional guided reading sessions and Little Wandle Rapid Catch up sessions.</p> <p>Of last year's Year 2 cohort, 53% of children that re-took their phonics screening passed. 43% of Pupil Premium children that re-took their screening passed. Of the 3 Pupil Premium that did not pass the retake in 2025, 100% had additional SEN needs.</p>
Improved reading attainment among disadvantaged pupils	<p>Key Stage 2 reading outcomes for Pupil Premium children to be mostly in line with all pupils.</p> <p>Internal reading outcomes (teacher assessment and Star Reading Assessment) demonstrate progress and improvement from September baseline data and the first data snapshot (Term 2).</p>	<p>Key Stage 2 statutory assessment outcomes in Reading 2025 showed a gap between all pupils (65%) and Pupil Premium children (52%) achieving the expected standard, which has narrowed since the previous academic year. Reading outcomes are below National average (75%).</p> <p>In Key Stage 1, all pupils (70%) and Pupil Premium (50%) achieved the expected standard in Reading. This shows increased attainment outcomes from the previous year, as well as a slightly narrowed attainment gap. <i>There is now no national average for Key Stage 1 as assessments are not statutory.</i></p>

		<p>2024 Reception baselines showed that 27% of Pupil Premium children were on track in comprehension and 32% in word reading (compared to 56% and 39% for all children). In July 2025, in comprehension, 77% of Pupil Premium children were at expected compared to 86% of all children, narrowing the attainment gap from 29% (baseline) to 9%. In word reading, outcomes for Pupil Premium children had risen to 69%, compared to all pupils achieving 76%, maintaining a narrowed attainment gap since baseline.</p>
<p>Improved maths and writing attainment for disadvantaged pupils at the end of Key Stage 2 as well as a closing of the attainment gap in all other year groups measured with internal data snapshots</p>	<p>Key Stage 2 maths and writing outcomes are in line with or above national figures. Key Stage 2 outcomes for Pupil Premium children to be mostly in line with all pupils.</p> <p>All other year groups demonstrate that the attainment of disadvantaged pupils is at least in line when compared to all other pupils and the attainment gap has closed when compared to starting point data.</p>	<p>KS2 Maths end-of-year outcomes 2024-25 show 71% of all pupils working at the expected level, compared to 64% of Pupil Premium children. The gap has significantly narrowed from 2023-24's outcomes. Maths outcomes were slightly below National (74%).</p> <p>At greater depth, all pupil outcomes (23%) have remained the same as the previous year and are now broadly in-line with national data (26%). Those Pupil Premium children achieving greater depth in maths (16%) has improved by 4% compared to the previous year and the gap is closing between all and PP children.</p> <p>KS2 Writing end-of-year outcomes 2024-25 for all pupils working at expected (74%) are above the national average (73%). There is a wider gap in writing for Pupil Premium children reaching the expected standard (56%).</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils</p>	<p>There will be a marked improvement in the PASS data against baseline assessments. The gap between Pupil Premium and Non-Pupil Premium will lessen.</p> <p>The majority of children, particularly our disadvantaged children will feel confident to share how they are feeling and be able to identify a strategy they can use to support them as and when appropriate.</p> <p>There will be a reduction in behaviour points recorded showing improved engagement and self-regulation because of the SEMH support received.</p>	<p>Recent assessments (October 2025) through pupil voice and PASS data have shown that the gap has been reduced between disadvantaged pupils and non-disadvantaged pupils when answering questions relating to their wellbeing and perception of school life.</p> <p>There has been a reduction of occasions that disadvantaged pupils have found themselves on the behaviour chart when compared to the same period last academic year. The gap has also decreased with regards to behaviour points when comparing to non-disadvantaged children.</p> <p>We have two trained Emotional Literacy Support Assistants (ELSA's) supporting children across the school. Alongside this we are fortunate to have a qualified counsellor as part of our team and are able to offer counselling sessions within school for some of our most vulnerable young people. We have also been able to make links with the North East London Foundation Trust (NELFT) who provide invaluable support for our parent community through the Emotional Well-being Team (EWT). This is continually growing, and we are beginning to see a rise in the number</p>

		<p>of our disadvantaged families accessing this support through teacher signposting.</p> <p>Currently, a total of 47% of all our Pupil Premium children and their families are receiving some additional support for their Social or Emotional needs. This is 8% lower than the last academic year. The reduction may be due to the limitations of provision available and the upskilling of all staff being able to support SEMH needs in-class.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Mark Ashley-Jones

Head of School

December 2025