

## Pupil premium strategy statement

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                                                                                                                                                       | 463 (as of May 2025)     |
| Number of pupil premium eligible pupils                                                                                                                                          | 166 (as of May 2025)     |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 38%                      |
| 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> ) | 2024-2027                |
| Date this statement was published                                                                                                                                                | September 2025           |
| Date on which it will be reviewed                                                                                                                                                | September 2026           |
| Statement authorised by                                                                                                                                                          | Governors September 2025 |
| Pupil premium lead                                                                                                                                                               | Andrew May               |
| Governor / Trustee lead                                                                                                                                                          | Lisa Clark               |

### Funding overview

| Detail                                                                                                                                                                             | Amount   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year [ based on October census]                                                                                                     | £261,430 |
| LAC                                                                                                                                                                                | £2630    |
| Previous LAC                                                                                                                                                                       | £2630    |
| <i>Service Family</i>                                                                                                                                                              | £350     |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )                                                                                    | £0       |
| <b>Total budget for this academic year</b><br><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> | £269,670 |

## Part A: Pupil premium strategy plan

### Statement of intent

- Intent

At CBJJS we have a strong vision and a belief that all pupils can achieve their very best if they are inspired and engaged by quality first teaching and learning. We have clear structures which challenge staff to have high expectations for all pupils, including the disadvantaged. All members of staff, governors and teaching assistants accept accountability for 'socially disadvantaged' pupils and are committed to meeting their needs- both academically and pastorally including supporting their well being

We are committed to 'reducing the gap' between disadvantaged pupils and their peers; the pupil premium forms an important part of this process. This funding helps remove barriers to learning so that all of our pupils reach their full potential and fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

Our current SIP, challenges staff to ensure all pupils make progress in all lessons. This means that objectives and support need to be adapted. Our drive on metacognition and adaptive teaching is supporting staff in this area.

Our core aim is:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with their peers and gaps in attainment continue to close

Our objectives, which are linked to our data analysis and other monitoring are:

- for all disadvantaged pupils in school to meet or exceed national expected progress /attainment, achieving in line with others

- continue to narrow the gap between disadvantaged and non-disadvantaged over the next three years
- to improve the attendance of our disadvantaged pupils
- to raise aspirations and expectations of all pupils, particularly the disadvantaged.

Principles that govern the use of pupil premium at CBJs and what we expect to see:

- Outstanding quality first teaching is paramount to the progress of all pupils and especially those from disadvantaged backgrounds.
- Improving levels of attainment and progress.
- Closing attainment gaps relative to school averages.
- Enhancing English and Maths skills, in particular, writing, mathematics, and communication skills including oracy;
- Ensuring staff know how to target pupil premium pupils effectively
- Ensuring the wellbeing of all of our pupils but notably our vulnerable pupils are supported.

## Challenges

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

| Challenge number                                | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br><b>Lower level of parental involvement</b> | <p>Parents own experience of school and having a negative view.</p> <p>Parents don't always attend parents evening.</p> <p>Parents have learning difficulties themselves and so may not understand the curriculum.</p> <p>Some parents may have EAL and difficulty in understanding</p> <p>Parents may not understand how to help their child to learn effectively.</p> <p>Parents being able to manage their time effectively – life is busy. Clubs etc make time for learning difficult.</p> <p>Behaviour causing an issue for parents</p> <p>Lack of engagement with posts on dojo.</p> <p>Some parents see the parent and teacher role as separate.</p> |
| 2<br><b>Writing and Maths</b>                   | <p>Development of writing – notably for pupils to write with skill and confidence for a sustained period. Writing is a particular area for development in looking to bring the achievement of our disadvantaged pupils above those nationally and in closing the</p>                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                              | <p>gap with all children. Our data analysis shows that disadvantaged boys have gaps compared to disadvantaged girls and those that are summer born are also vulnerable.</p> <p>Pupil premium children being pushed to achieve the greater depth standard ( gap from 2025 SATs data)</p> <p>Being able to apply skills in a range of circumstances and retention of skills and knowledge are issues.</p> |
| <p>3</p> <p><b>SEMH</b></p>                  | <p>SEMH needs can be a barrier for some disadvantaged pupils, who struggle to self-regulate often as a result of home and school circumstances</p> <p>Y3: of the 3 SEMH needs, 0 are disadvantaged</p> <p>Y4: of the 7 SEMH needs, 5 are disadvantaged</p> <p>Y5: of the 10 SEMH needs, 9 are disadvantaged</p> <p>Y6: of the 7 SEMH needs, 4 are disadvantaged</p>                                     |
| <p>4</p> <p><b>Attendance</b></p>            | <p>Low school attendance and persistent absence. [ below 90% is 63 pupils and below 50% is 4 pupils]</p> <p>Leave of absence requests</p> <p>Family circumstances that cause parents to keep children off school</p>                                                                                                                                                                                    |
| <p>5</p> <p><b>Entry into our school</b></p> | <p>Disadvantaged pupils typically enter our school with skills and academic achievement below those of other pupils</p> <p>On average 19% of disadvantaged children are also identified as pre- year group in Reading, 21% in Writing and 15% in maths.</p> <p>33% of disadvantaged pupils also have a SEND need</p>                                                                                    |
| <p>6</p> <p><b>Wider opportunities</b></p>   | <p>Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do not develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions.</p>                                                                                              |

## Intended outcomes

| Intended outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>1. Increased level of parental involvement</b></p> <p>All staff to support pupil premium families to attend Parents' Evenings in a method that suits them</p> <p>Ensure all families, but especially disadvantaged families, know how to support at home.</p> <p>Ensure families with EAL are aware of how to access communication in different languages</p> <p>For school events such as Inspire workshops and other invitations into school, staff to ensure disadvantaged families are specifically invited e.g. phonecall home or face to face conversation on the playground. Staff to monitor attendance and where disadvantaged pupils do not attend, offer alternative points for information sharing</p> <p>Where disadvantaged pupil's behaviour is a concern, work with the inclusion team to support parents to manage at home including signposting to other agencies</p> | <p>Disadvantaged attendance at Parents Evening is in line with families of non disadvantaged children.</p> <p>Parents are aware of steps that can be taken at home to support their child. Progress for these children is accelerated as a result.</p> <p>Families with EAL access what they need</p> <p>Disadvantaged families are involved in their child's learning</p> <p>Behaviour is not a barrier to learning for disadvantaged children</p>                                                                            |
| <p><b>2. Improved outcomes in writing and maths</b></p> <p>To ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced</p> <p>Ensure interventions are targeted and have an impact beyond the intervention</p> <p>Quality first teaching is maintained, which supports pupils to close any further gaps.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Demonstration of progress within lessons with misconceptions being rapidly addressed (evidenced through book scrutiny, lesson observations, learning walks and pupil interviews).</p> <p>TAs and teachers provide effective support for the focus group of pupils, ensuring at least good progress.</p> <p>Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils' achievement. High quality continuous professional development supports teaching and learning so</p> |

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| <p>Ensure that pupils consistently achieve highly, particularly the most disadvantaged and the disadvantaged boys.</p> <p>Oracy strategies will be embedded and enable children to improve outcomes in their writing developed further</p> <p>The PINS project further supports children by enabling staff to better understand neurodiversity and how differences can impact on learning</p>          | <p>that all groups of learners make at least good progress.</p> <p><b>Maths:</b> The attainment of disadvantaged pupils in Maths to remain above disadvantaged pupils nationally. The gap to close with other children.</p> <p><b>Writing:</b> The attainment of disadvantaged pupils in writing to be in line with or above the National picture and the gap between disadvantaged and other children to close. The percentage of disadvantaged pupils who attain greater depth in writing to be in line with or above national. The gap with all children to close. Oracy strategies enable children to produce better writing outcomes.</p> <p>Strategies to engage disadvantaged boys are evident in both subjects e.g. through topic choice for writing.</p> <p>Neurodiverse children achieve at least in line with their peers</p> |
| <p><b>3. The impact of SEMH needs on learning are reduced</b></p> <p>To meet the social and emotional needs of our disadvantaged pupils by consistently using the zones of regulation</p> <p>Class teachers will receive and respond to SEMH feedback from school staff.</p> <p>One page profiles for certain pupils ensure that all staff are aware of pupils needs and how best to support them.</p> | <p>Childrens' and teachers' understanding of the zones provides a positive tool for self-regulation.</p> <p>SEMH feedback results in changes to practice which subsequently have a positive impact on SEMH.</p> <p>Staff understand how best to approach individual children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>SEMH recommended interventions are used by learning mentor. CPD to support the learning mentor in her role.</p> <p>Families where there are concerns and wider engagement with other agencies, will be supported through TAFs and TACS</p>                                                                                                                                                                                                                                                                                                                                                              | <p>Interventions support children's SEMH. The learning mentor is effective in supporting children's SEMH</p> <p>TAFs and TACs support children to make better progress at school.</p>                                                                                                            |
| <p><b>4. Attendance for all is in line with national</b></p> <p>All disadvantaged pupils with attendance below 90% are supported through meeting with families to engage fully in school and attend regularly.</p> <p>All staff take accountability for the attendance of PP pupils and class teachers and regularly engage with parents. Class teachers communicate on DOJO weekly and challenge families to engage</p> <p>All parents are regularly informed of minutes missed and sessions missed.</p> <p>CSAWs and attendance lead continue their support and challenge for disadvantaged families</p> | <p>Enable disadvantaged pupils to achieve inline with other pupils nationally at the end of the key stage . Improve attendance to the national average and reduce persistent absence.</p> <p>All staff play their part in promoting good attendance.</p>                                         |
| <p><b>5. Clear understanding of needs and gaps prior to entry into our school</b></p> <p>Prior to entry PP leads and SENCO's across the two schools meet to have clarity on need and what has been achieved to date</p> <p>Y2 and Y3 staff meet at point of transition to discuss needs</p> <p>Data is analysed on entry to ensure staff are aware of pupils needs and gaps in learning</p> <p>Teaching is adapted to meet their pupils needs Interventions are put into place and monitored.</p>                                                                                                          | <p>As a result of prior knowledge of pupils needs, CBJs can begin to address needs immediately on entry</p> <p>Interventions lead to evidenced impact on pupil progress.</p> <p>Referrals lead to support that can be evidenced</p> <p>PP data becomes in line with national for PP and SEND</p> |

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| Referrals to inclusion team are done in a timely manner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>6 All pupils have equal access to wider opportunities and experience.</b></p> <p>A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed – focusing on supporting metacognition to develop skills to equip pupils with skills for life</p> <p>Pupil premium children to be given opportunities in school e.g. a part in the play or a job of responsibility e.g. house captain, monitor etc.</p> <p>PP children attend at least one club</p> <p>All pupils have equal access to a wide range of Flourishing Futures options [ school offer]</p> <p>Wider Flourishing Futures hours are promoted to all pupils but staff have specific conversations with disadvantaged families</p> | <p>Pupils are engaged and motivated They have opportunities across a wide curriculum and range of experiences including access to resources, trips and visitors</p> <p>All staff use the Absolute Education tool to map and monitor enrichment</p> <p>All pupil premium pupils are involved in at least two aspects of school life</p> <p>Staff ensure that all disadvantaged children attend at least one club per academic year.</p> <p>Disadvantaged pupils are proportionally given roles and responsibilities in school</p> <p>University awards are equally achieved by all pupils</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

Budgeted cost: £ 40398

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
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| <p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance, using White Rose as our main teaching tool</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Training for all staff through staff meetings and support staff CPD time</p> <p>Monitoring through school processes</p> <p>A drive to support high quality teaching using CPD to develop pedagogy and support understanding of how to support pupils with SEND and those who are neurodiverse</p> <p>High-quality wave 1 teaching for all - support and clarity for staff through SIP and CPD [ access through national college and hubs]</p> <p>Consistent teaching approach that focuses on explicit specific teaching, modelling and scaffolding [ metacognition 7 step model]</p> <p>Inclusive approach to support all pupils</p> <p>Effective diagnostic assessment – AfL in classrooms with staff responding to pupils mini plenaries etc. Use of insight to inform next steps in teaching</p> <p>Pupil Progress termly meetings</p> <p>Additional English and Maths teaching groups in Y5 and Y6 as required for the vulnerable learners . This also facilitates smaller groups for all and a greater depth group for maths in Y6</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="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p> <p>Tudor Grange teaching and research school who follow the DfE guidance.</p> <p>Research provided by NCETM</p> <p>National College and evidenced based training used for staff CPD</p> <p>EEF Guide to the Pupil Premium</p> <p><a href="#">Oral language interventions   EEF</a></p> | <p>2</p>                      |

|                                                                                                                                                                                                      |  |  |
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| <p>Additional groups at other times of the day to assist with accelerated pupil progress.</p> <p>Oracy strategies enable children to talk and develop ideas ahead of producing written outcomes.</p> |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## Targeted academic support

Budgeted cost: £ 60473

| Activity                                                                                                                                                                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <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. All staff will use the zones of regulation alongside specific programs for small groups or individuals</p> <p>SISS and SENTAA support</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><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> | 3                             |
| <p>TA's and teachers will provide small group intervention for off track pupils. English and Maths intervention Y3/4 – TA assembly groups</p>                                                                                                                                                                                                        | <p>EEF - guidance on effective use of teaching assistants</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/TA-project-plan.pdf?v=1730990586">https://d2tic4wvo1iusb.cloudfront.net/production/documents/TA-project-plan.pdf?v=1730990586</a></p>                                                | 2                             |
| <p>Additional Maths and English based intervention [ Success at arithmetic ] for off track pupils</p> <p>English based interventions</p>                                                                                                                                                                                                             | <p>Backed by research at Edge Hill University- which demonstrates impact of the programme</p> <p>Based on research and prior school impact- Read Write Inc, Rapid Reading</p>                                                                                                                                             | 2                             |
| <p>Technology to support learning: Century, Insight, Markmate, TT Rockstars, LbQ</p>                                                                                                                                                                                                                                                                 | <p><a href="#">EEF Digital Technology Summary of Recommendations.pdf</a></p>                                                                                                                                                                                                                                              | 2                             |

|                                                                                                                                                          |                                                                                                   |   |
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| The PINS project further supports neurodiverse children by enabling staff to better understand neurodiversity and how differences can impact on learning | <a href="#">Partnerships for inclusion of neurodiversity in schools (PINS) programme - GOV.UK</a> | 2 |
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## Wider strategies

Budgeted cost: £ 168023

| Activity                                                                                                                                                                                                                                                                                                                                                            | Evidence that supports this approach                                                                                                    | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>Employment of an attendance lead to ensure an increase in the attendance of all Pupil Premium pupils and a reduction in the number of Pupil Premium pupils who are persistently absent.</p> <p>CSAW involvement</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4                             |
| Offering a range of experiences and enrichment including; access to resources, trips, clubs and visitors in order to broaden their knowledge and perspective of the world. Employment of a lead person to oversee this                                                                                                                                              | More rounded individuals are seen to learn better                                                                                       | 6                             |
| Ensure children are in school and ready to learn. Breakfast club offered daily from 8.30am to 8.45am, with a free breakfast and drink.                                                                                                                                                                                                                              | <a href="#">EEF research</a> on impact on academic studies                                                                              | 2                             |
| Flourishing Futures which is our version of 'Children's University'. To ensure all PP children have informed aspirations                                                                                                                                                                                                                                            | <a href="#">Children's University - second trial   EEF</a>                                                                              | 6                             |

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| and knowledge of the range of vocations possible to them. Annual Graduation held at The Symphony Hall in Birmingham.                                                                                                                                                                                                                                                                                                 |                                                                                                                                                |     |
| Ensuring children have access to professional counselling services, including bereavement support if needed.[ ie access to connected care]                                                                                                                                                                                                                                                                           | <a href="#">EEF Behaviour Interventions</a><br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>             | 4,6 |
| Additional capacity (learning mentor, behaviour lead, social support, Child and Family Worker, Assistant Child and Family Worker ) to support behaviour and Mental Health and Wellbeing of identified children, especially those PP SEND.<br><br>Learning mentors over unstructured times / lunchtime to support pupils.<br><br>Training for Learning mentors on zones of regulation to support vulnerable children. | <a href="#">EEF Social and Emotional Learning</a><br><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> | 3   |
| Transition<br><br>4 x Y3 teachers visit CBINS as well as SENCo and FSW.<br><br>Y6 lead, SENCo and FSW visit secondary                                                                                                                                                                                                                                                                                                | <a href="#">EEF Blog: Getting transition right (part 1 of 2) – four...   EEF</a><br><br><a href="#">3. Wider strategies   EEF</a>              | 4   |
| Engagement of Parents in Parents Evening – offering appointments at alternative times or on different days.<br>Following up missed appointments<br><br>Direct contact with parents wherever it is possible to engage them e.g. Inspire events                                                                                                                                                                        | <a href="#">Parental engagement   EEF</a>                                                                                                      | 1   |

**Total budgeted cost: £ 268894**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Teaching

#### **Data and Comparisons with both National and Internal Data**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments.

#### **Y6 Pupils**

#### **Improvements**

In GPS, Maths and RWM combined, the attainment gaps for EXS+ between disadvantaged children and all children are narrowing. Also, the disadvantaged children at CBJs achieve better than the disadvantaged pupils nationally.

In GPS and Reading, disadvantaged children at CBJs perform in line with all children nationally.

At the greater depth standard, disadvantaged pupils achieve very well in Maths, Reading and GPS compared to disadvantaged pupils nationally and are broadly in line with all children.

In all subjects there was a significant uplift in achievement compared to KS1

### Areas to Develop

In writing at the EXS+ standard, whilst the disadvantaged pupils at CBJs achieve broadly in line with disadvantaged pupils nationally, the gap from all children nationally has widened by 4% across three years. However, 38% of children achieved EXS+ at KS1 and this has increased by 20% to 58% in their time at CBJs.

In writing at the GDS+ standard, whilst the disadvantaged pupils at CBJs achieve broadly in line with disadvantaged pupils nationally, the gap from all children nationally is significant. Whilst this is an area to look into for 2025/26, at KS1 0% of disadvantaged children achieved GDS and this rose to 3% at the end of KS2.

Also, in looking at the cohort from 2024/25, of the disadvantaged children not achieving EXS+, there were a number with significant SEND.

8 disadvantaged children didn't achieve EXS+ and were without SEND

- 2 of these only started during Y6, including one in the summer term. Both did have SEND issues in our view.
- 3 disadvantaged girls didn't achieve EXS+ who were not SEND – All three girls were very close to the expected standard but inconsistencies meant that we couldn't judge them at expected
- 3 disadvantaged boys didn't achieve EXS+ who were without SEND – One was very close as per the girls. For two, inconsistent handwriting meant we couldn't genuinely assess them at EXS.

In the summer term of 2025, we were moderated as part of Key Stage Two Statutory Moderation with all of our judgements agreed.

### Disadvantaged pupils - Reading, writing and mathematics

| Standard 2025 | Co-hort | School disadvantaged compared to national disadvantaged |          |     |                               | School disadvantaged compared to national all children |      |           | School disadvantaged compared to disadvantaged children at KS1 |      |
|---------------|---------|---------------------------------------------------------|----------|-----|-------------------------------|--------------------------------------------------------|------|-----------|----------------------------------------------------------------|------|
|               |         | School                                                  | National | Gap | National distribution banding | National (all children)                                | Gap  | Gap Trend | KS1                                                            | Gap  |
| EXS+          | 41      | 50%                                                     | 47%      | +3% | Close to average (non-sig)    | 62%                                                    | -12% | Narrowing | 37%                                                            | +12% |

### Disadvantaged pupils – Reading

| Standard 2025 | Co-hort | School disadvantaged compared to national disadvantaged |          |     |                               | School disadvantaged compared to national all children |     |           | School disadvantaged compared to disadvantaged children at KS1 |      |
|---------------|---------|---------------------------------------------------------|----------|-----|-------------------------------|--------------------------------------------------------|-----|-----------|----------------------------------------------------------------|------|
|               |         | School                                                  | National | Gap | National distribution banding | National (all children)                                | Gap | Gap Trend | KS1                                                            | Gap  |
| EXS+          | 41      | 73%                                                     | 63%      | +8  | Close to average (non-sig)    | 75%                                                    | -4% | Widening  | 41%                                                            | +30% |

# CASTLE BROMWICH JUNIOR SCHOOL

|     |    |     |     |      |           |     |     |           |    |      |
|-----|----|-----|-----|------|-----------|-----|-----|-----------|----|------|
| GDS | 41 | 38% | 21% | +17% | Not known | 33% | +5% | Not known | 0% | +38% |
|-----|----|-----|-----|------|-----------|-----|-----|-----------|----|------|

## Disadvantaged pupils – Writing

| Standard 2025 | Co-hort | School disadvantaged compared to national disadvantaged |          |     |                               | School disadvantaged compared to national all children |      |           | School disadvantaged compared to disadvantaged children at KS1 |      |
|---------------|---------|---------------------------------------------------------|----------|-----|-------------------------------|--------------------------------------------------------|------|-----------|----------------------------------------------------------------|------|
|               |         | School                                                  | National | Gap | National distribution banding | National (all children)                                | Gap  | Gap Trend | KS1                                                            | Gap  |
| EXS+          | 41      | 58%                                                     | 59%      | -1% | Close to average (non-sig)    | 72%                                                    | -16% | Widening  | 38%                                                            | +18% |
| GDS           | 41      | 3%                                                      | 7%       | -4% | Not known                     | 13%                                                    | -10% | Not known | 0%                                                             | +3%  |

## Disadvantaged pupils – Maths

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| Standard 2025 | Co-hort | School disadvantaged compared to national disadvantaged |          |     |                               | School disadvantaged compared to national all children |      |           | School disadvantaged compared to disadvantaged children at KS1 |      |
|---------------|---------|---------------------------------------------------------|----------|-----|-------------------------------|--------------------------------------------------------|------|-----------|----------------------------------------------------------------|------|
|               |         | School                                                  | National | Gap | National distribution banding | National (all children)                                | Gap  | Gap Trend | KS1                                                            | Gap  |
| EXS+          | 41      | 65%                                                     | 61%      | +4% | Close to average (non-sig)    | 74%                                                    | -11% | Narrowing | 49%                                                            | +14% |
| GDS           | 41      | 20%                                                     | 15%      | +5% | Not known                     | 26%                                                    | -6%  | Not known | 0%                                                             | +20% |

## Disadvantaged pupils – GPS

| Standard 2025 | Cohort | School disadvantaged compared to national disadvantaged |          |     |                               | School disadvantaged compared to national all children |     |           |
|---------------|--------|---------------------------------------------------------|----------|-----|-------------------------------|--------------------------------------------------------|-----|-----------|
|               |        | School                                                  | National | Gap | National distribution banding | National (all children)                                | Gap | Gap Trend |
| EXS+          | 41     | 70%                                                     | 60%      | +10 | Close to average (non-sig)    | 73%                                                    | -4% | Narrowing |
| GDS           | 41     | 27%                                                     | 19%      | +8% | Not known                     | 30%                                                    | -3% | Not known |

**Internal Data**

Our internal data for 2024/25 showed:

| READING | Disadvantaged at EXS+ | All | Gap  | Gap nationally between disadvantaged children and all children at KS2 |
|---------|-----------------------|-----|------|-----------------------------------------------------------------------|
| Y3      | 67%                   | 72% | -5%  | -12%                                                                  |
| Y4      | 69%                   | 71% | -2%  | -12%                                                                  |
| Y5      | 48%                   | 64% | -16% | -12%                                                                  |

The largest gap was in Y5. However, this gap was identical at KS1. For these same children, at KS1, 41% of disadvantaged children were assessed at EXS +, meaning there has been a 7% increase in KS2. In Y5, disadvantaged boys performed less well than disadvantaged girls.

| WRITING | Disadvantaged at EXS+ | All | Gap  | Gap nationally between disadvantaged children and all children at KS2 |
|---------|-----------------------|-----|------|-----------------------------------------------------------------------|
| Y3      | 52%                   | 63% | -9%  | -13%                                                                  |
| Y4      | 53%                   | 61% | -8%  | -13%                                                                  |
| Y5      | 54%                   | 66% | -12% | -13%                                                                  |

The largest gap was in Y5. However, this gap was 30% at KS1. For these same children, at KS1, 38% of disadvantaged children were assessed at EXS +, meaning there has been a 16% increase in KS2. In Y5, disadvantaged boys performed less well than disadvantaged

girls and this will be an area of focus for next year. However, the gap between disadvantaged boys and girls at KS1 was 47%. This reduced by 12% at the end of last year.

| MATHS | Disadvantaged at EXS+ | All | Gap  | Gap nationally between disadvantaged children and all children at KS2 |
|-------|-----------------------|-----|------|-----------------------------------------------------------------------|
| Y3    | 59%                   | 67% | -8%  | -13%                                                                  |
| Y4    | 67%                   | 75% | -8%  | -13%                                                                  |
| Y5    | 54%                   | 66% | -12% | -13%                                                                  |

The largest gap was again in Y5. However, this gap was 30% at KS1 and so this gap has closed. For these same children, at KS1, 49% of disadvantaged children were assessed at EXS +, meaning there has been a 4% increase in KS2.

In Y5, disadvantaged boys performed less well than disadvantaged girls and so again this will be an area for focus. However, the gap between disadvantaged boys and girls at KS1 was 27%. This reduced by 17% at the end of last year.

In all of the above, pupil progress meetings showed impact, by identifying and discussing underperformance and next steps.

### **MTC**

The gap between disadvantaged and non-disadvantaged is broadly the same compared with 2023/24 as is the attainment for the disadvantaged children. Intervention groups this academic year have targeted disadvantaged children and have had some impact. There is further work to be done in ensuring these interventions are timely and also in engaging the parents of disadvantaged children in the make it green challenge.

**Quality First Teaching including CPD**

The use of the 7-step model ensured all pupils were getting consistent quality teaching that allowed time for teaching, independent learning and reflection. Lesson observations and learning walks showed this having an impact on pupil engagement. Teaching across school was consistently evaluated as effective in both internal and MAT monitoring.

Changes in the writing process have enabled all pupils to follow a structure that sets them up more effectively to then write independently. There has been evidence seen in both internal and MAT monitoring which references disadvantaged pupils across school, writing at greater length and with greater clarity. CPD for staff had good impact in ensuring a smooth transition to this system.

Our Maths teaching changed to follow the White Rose planning. Internal monitoring suggested good progress for children as a result of learning being broken down into smaller steps and longer being spent on certain areas before moving on. Maths CPD for staff had good impact in ensuring a smooth transition to this system. Our end of year data, both in SATs and internally showed good impact overall. also demonstrated this.

Staff CPD on the principles of nurture has enabled some disadvantaged pupils, particularly those with SEMH to be better understood and that all behaviour is a form of communication.

CPD on the development of oracy have shown early impact in children being encouraged to listen in the right way and build on each other's answers, but this is currently inconsistent.

**Parent and Pupil Voice**

92% of parents of disadvantaged pupils felt that their child was taught well and that they made good progress.

96% of disadvantaged pupils felt that they were taught well and 92% either agreed or strongly agreed that their lessons were interesting.

## Targeted academic support

### Interventions

91% of disadvantaged children accessed some form of intervention, with good progress made in all but a very small minority of cases. These were wide ranging from teacher led assembly groups with more children, to smaller group interventions such as success@arithmetic or read,write, inc.. Particularly effective was small group teaching led by a teacher in upper school. Where interventions were not successful, they were either revised or stopped.

SISS and SENTAA support has enabled us to appropriately target individuals. We have also been able to access further support e.g. through the high needs team as well as that from the SEMH team. All of this has given pupils the best chance they have to try and reach their potential. An example of this support would be AK who joined our school in Sept 2024. There were very quickly behavioural concerns resulting in the fact that across a two-term period, AK had 10 days of suspension over 6 separate occasions. This was often emotional outbursts resulting in damage to property or physical behaviour towards others. There was a lack of engagement in his learning, which was often a trigger for the wrong choices around his behaviour. A whole range of support has led to the fact that in the following 2 term period, AK has been able to much better manage his emotions Whilst there is still work to do and there has been one suspension for 1 day, his ability to regulate and move on from an issue has improved greatly. Small group teaching, which is adapted to his academic level, is meaning that AK is much more engaged in his learning. Techniques like colourful semantics have been effective in helping him to make progress in his learning.

### Technology

Programs such as Learning by Questions, Times Tables Rockstars and Century have supported learning both in school and at home.

The impact of LbQ was seen in Y6 children's mock scores and subsequent SATs papers. As a result, we transferred the logins to Y5 pupils in the summer term and we will also look to trial its' use in whole class teaching.

There is work to be done around the consistency of use of Century at home.

### **Zones of Regulation**

There was significant impact here as a result of our continued use of zones of regulation. This enabled a number of pupils to better self-regulate, manage their emotions and overcome barriers.

There was also significant impact of the roles of the pastoral team in this area, both individual pupils and those in small groups. This was due to targeted support and learning for individuals and groups and also, the team offering support and guidance in moments of crisis.

## **Wider strategies**

### **Attendance**

Overall attendance improved by 1.1% last year to 93.9%.

Disadvantaged pupil's attendance increased by 1.4% to 90.9%

Non-disadvantaged pupil's attendance increased by 1.1% to 95.6%

The reason for the above increase, was the attendance lead successfully ran a number of initiatives to promote attendance, where there were numerous different ways that children could be rewarded for good attendance e.g. non-uniform days and extra playtime.

There was some impact seen in targeting disadvantaged pupils who were persistently absent (PA). There were 56 disadvantaged pupils who were PA in 23-24 and 47 disadvantaged pupils who were PA in 24-25. Of those 47, 20 took holiday during school time. 8 were PA as a direct result of taking holidays during term time. Of the remaining children, the majority showed some improvement. Success was largely as a result of an intervention group with targeted PA pupils. The attendance lead would check in weekly with pupils to discuss current attendance

and if it has improved from the previous week etc. Staff were made aware of target children and were expected to make contact with families and check in when those children were off. Also children were given positions of responsibility to try and engage them and breakfast club was offered.

In supporting good attendance, the following took place, which is a significant increase on the previous academic year.:

School attendance letters: 84 ( 37 of these were disadvantaged pupils)

CSAWS letters: 55 (25)

CSAWS meetings: 48 (24)

CSAWS Home Visit/TC: 35 (22)

Notice to improve letter: 2 (1)

93 LOA fines (32 ) were issued for last academic year.

### **Parent and Pupil Voice**

94% of disadvantaged parents either strongly agreed or agreed about their children getting wider opportunities and there being a good offer of clubs. There were also a number of additional comments outside of the set questions which were very complimentary.

In a pupil survey, disadvantaged pupils all felt that if they needed an adult to talk to, there was someone to support them. 96% felt that they had good opportunities outside of their daily lessons.

### **Wider Opportunities**

Staff continued to be aware of their disadvantaged pupils and ensured they were offered places and experiences. This showed significant improvement in the later part of the year when more clubs were offered by school staff. The introduction of a piece of software called Absolute Education will allow us to better track this and we have appointed a member of staff with a TLR to lead in this area.

87% of disadvantaged pupils took part in enrichment opportunities including extracurricular clubs, flourishing futures and interschool competitions

Of 40 places at breakfast club, 33 were taken by disadvantaged pupils and this enabled them to start the day positively.

### **Additional Capacity**

The larger pastoral team has supported pupils to manage their mental health and wellbeing and as a result this has enabled them to be in the classroom learning. The behaviour lead has been able to support a number of PP children and their families with improvements seen over time as a result of the direct work done. The CFW and Assistant CFW have worked with PP children and their families to support a whole host of needs, including access to services such as counselling as well as work around zone of regulation and managing emotions.

### **Transition**

There was significant impact here as a result of our continued zones of regulation, relational support plans and nurture groups. Pupils became increasingly confident at managing and talking about emotions. Year 6 pupils were self-assured about their transition and on return in Y7, appreciated the support they had and how it helped them make that move.

Additional transition sessions were offered to vulnerable pupils at both KS1 and KS2 transition.

### **Parents Evenings**

Parents Evenings were well attended (95%). Staff vigilance and understanding ensured that there was no gap between the attendance of disadvantaged families compared to that of non-disadvantaged families.

## Externally provided programmes

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

| Programme                  | Provider                    |
|----------------------------|-----------------------------|
| Oracy Project              | St Matthews Research School |
| National Nurture Programme | Nurture UK                  |
| Teaching for Mastery       | Origin Maths Hubs           |
| Inclusion Quality Mark     | Inclusion Quality Mark      |

## Further information

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 disadvantaged pupils.

We looked at several 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 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.

