

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 (3 year plans are recommended – you must still publish an updated statement each academic year)	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	
Previous LAC	£2630
<i>Service Family</i>	£350
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year <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>	£264,410 (Additional £28,278 from school budget Total: £292,688)
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Part A: Pupil premium strategy plan

Statement of intent

Intent

At CBJs, we have a strong vision and a firm belief that all pupils can achieve their very best when they are inspired and engaged through quality-first teaching and learning. We have clear structures in place that challenge staff to maintain high expectations for all pupils, including those who are disadvantaged. All members of staff, governors, and teaching assistants accept accountability for socially disadvantaged pupils and are committed to meeting their academic and pastoral needs, 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 pupils can reach their full potential and fully engage in our curriculum and wider school life. The governors reserve the right to allocate 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 the areas in which disadvantaged pupils require the most support, as this has been proven to have the greatest impact on closing the attainment gap. At the same time, this approach benefits all pupils in our school.

Our current SIP challenges staff to ensure that all pupils make progress in every lesson. This means that objectives and support must be adapted accordingly. Our focus on metacognition and adaptive teaching is supporting staff in achieving this.

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, linked to our data analysis and monitoring, are:

- For all disadvantaged pupils in school to meet or exceed national expected progress and 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. Lower level of parental involvement	Parents' own experiences of school may lead to a negative view. Parents do not always engage with homework. Parents do not proactively engage with events—e.g., parents' evenings—and may require additional support from staff. Parents may not understand the curriculum. Some parents may have EAL and experience difficulties in understanding information. Parents may not understand how to help their child learn effectively. Parents may struggle to manage their time effectively; busy lives, clubs, and other commitments can make time for learning difficult. Behaviour issues may cause challenges for parents. There may be a lack of engagement with posts on Dojo. Some parents view the roles of parent and teacher as separate.

2. SEND Need	CBJ has a SEND percentage of 27.8% (130 pupils) which is the highest in our Trust and above national. Of the pupil premium children, 66 also have a SEND need [37.9%]. At our feeder school, the percentage of SEND is 20% arriving at our school with a SEND need [Y3 2025/26]. Often, the SEND need is clearly identified due to a record of concern being implemented first and children who previously masked needs no longer do so (often an increase of up to 4% by mid Y3). Of the SEND children the primary area of need is as follows: <table border="0"> <tr> <td>SEMH - 31.5% (41 pupils)</td> <td>33.3% (22 pupils) PP/SEND</td> </tr> <tr> <td>SLCN - 19.2% (25 children)</td> <td>18.2% (12 children) PP/SEND</td> </tr> <tr> <td>ASD - 17.7% (23 pupils)</td> <td>15.2% (10 Children) PP/SEND</td> </tr> <tr> <td>MLD - 15.4% (20 pupils)</td> <td>19.7% (13 pupils) PP/SEND</td> </tr> </table> These needs can impact their learning ability. SEMH needs can be a barrier for some disadvantaged pupils, who struggle to self-regulate often as a result of external circumstances and the large school environment. These children have multiple vulnerabilities and families are not always equip with the necessary skills to support their SEND needs.	SEMH - 31.5% (41 pupils)	33.3% (22 pupils) PP/SEND	SLCN - 19.2% (25 children)	18.2% (12 children) PP/SEND	ASD - 17.7% (23 pupils)	15.2% (10 Children) PP/SEND	MLD - 15.4% (20 pupils)	19.7% (13 pupils) PP/SEND
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3. Writing [Maths improving in terms of gap narrowing]	Development of writing - particularly enabling pupils to write with skill and confidence for sustained periods - remains a key priority. Writing is a significant area for development as we work to raise the achievement of our disadvantaged pupils above national outcomes and close the gap with all children. Our data analysis shows that disadvantaged boys have wider gaps compared to disadvantaged girls, and summer-born pupils are also vulnerable. Pupil Premium children need to be further challenged to achieve the greater depth standard (as indicated by the gap in the 2025 SATs data). The ability to apply skills in a range of contexts, as well as the retention of skills and knowledge, continues to be an area of concern. In Maths, our gap is narrowing, and our disadvantaged pupils achieve in line with their peers; however, outcomes remain 9% below the national figure for all pupils.								
4. Attendance	Low school attendance and persistent absence (attendance is 90% compared to national peers at 92%; persistent absence is 6% higher than for all pupils). Leave of absence requests. Family circumstances that lead parents to keep children off school.								

5. Entry into our school	Disadvantaged pupils typically enter our school with skills and academic achievement below those of other pupils—working towards expected standards. However, at our first assessment point, 19% of our Pupil Premium pupils in Reading, 24% in Writing, and 23% in Maths are identified as working below year-group expectations.
6. Wider opportunities	Many disadvantaged pupils do not experience a wide range of opportunities beyond what is available locally and therefore do not develop strong general knowledge or a broader perspective. This limits their ability to apply understanding to their learning, develop a rich vocabulary, and generate and articulate ideas and opinions.

Intended outcomes

Intended outcome	Success criteria
1. Increased level of parental involvement All staff to support pupil premium families to attend Parents' Evenings in a method that suits them. Ensure all families, but especially disadvantaged families, know how to support at home. Ensure families with EAL are aware of how to access communication in different languages. For school events, such as Inspire workshops and other invitations into school, staff to ensure disadvantaged families are specifically invited e.g. phone call 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. 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	Disadvantaged attendance at Parents Evening is in line with families of non-disadvantaged children. Parents are aware of steps that can be taken at home to support their child. Progress for these children is accelerated as a result. Families with EAL access what they need. Disadvantaged families are involved in their child's learning. Behaviour is not a barrier to learning for disadvantaged children.

2. The impact of SEND needs on learning are reduced To meet the social and emotional needs of our disadvantaged pupils by consistently using the zones of regulation. Class teachers will receive and respond to SEMH feedback from school staff. One-page profiles for certain pupils ensure that all staff are aware of pupils needs and how best to support them. SEMH recommended interventions are used by the Inclusion Team. CPD to support relevant staff in their roles. Families where there are concerns and wider engagement with other agencies, will be supported through TAFs and TACS. Children identified with Speech Language and Communication are supported through the Nurture Principles in the classroom as a universal provision. Where further support is required, targeted support is through SEMH interventions with the Behaviour Lead. Children with MLD are supported through targeted interventions for specific areas of need. For children with ASD, as their primary area of need, as a universal offer is Autism friendly classroom – visual timetables, chunked tasks, now and next boards reducing sensory overload as some examples. For targeted support for children that need this, children have access to small group intervention with the learning mentor, external agency support where appropriate and bespoke nurture support identified to meet their needs.	Children's and teachers' understanding of the zones provides a positive tool for self - regulation. SEMH feedback results in changes to practice which subsequently have a positive impact on SEMH. Staff understand how best to approach individual children. Interventions support children's SEMH. The learning mentor is effective in supporting children's SEMH. TAFs and TACs support children to make better progress at school. Improved communication through emotional regulation evident. Utilising support strategies independently. Attainment and progress data/book look show progress from their starting point over time. Good understanding of support needed for children with ASD and appropriate support and strategies utilised in timely fashion. Neurodivergent children make good progress academically as well as socially and emotionally.
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3. Improved outcomes in writing [and maths]

To ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced.

Ensure interventions are targeted and have an impact beyond the intervention.

Quality first teaching is maintained, which supports pupils to close any further gaps.

Ensure that pupils consistently achieve highly, particularly the most disadvantaged and the disadvantaged boys.

Oracy strategies will be embedded and enable children to improve outcomes in their writing developed further.

The PINS project further supports children by enabling staff to better understand neurodiversity and how differences can impact on learning.

Demonstration of progress within lessons with misconceptions being rapidly addressed (evidenced through book scrutiny, lesson observations, learning walks and pupil interviews).

TAs and teachers provide effective support for the focus group of pupils, ensuring at least good progress.

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 that all groups of learners make at least good progress.

Maths: The attainment of disadvantaged pupils in Maths to remain above disadvantaged pupils nationally. The gap to close with other children.

Writing: 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.

Strategies to engage disadvantaged boys are evident in both subjects e.g. through topic choice for writing.

Neurodiverse children achieve at least in line with their peers.

4. Attendance for all is in line with national All disadvantaged pupils with attendance below 90% are supported through meeting with families to engage fully in school and attend regularly. 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. All parents are regularly informed of minutes missed and sessions missed. CSAWs and attendance lead continue their support and challenge for disadvantaged families. Initiatives to promote and reward all children are in place and disadvantaged children particularly promoted.	Enable disadvantaged pupils to achieve in line with other pupils nationally at the end of the key stage. Improve attendance to the national average and reduce persistent absence. All staff play their part in promoting good attendance. School has clarity of roles for all with regard to attendance. The school has a clear package of intervention and incentives.
5. Clear understanding of needs and gaps prior to entry into our school Prior to entry, PP leads and SENCOs across the two schools meet to have clarity on need and what has been achieved to date. Y2 and Y3 staff meet at point of transition to discuss needs. Data is analysed on entry to ensure staff are aware of pupils needs and gaps in learning. Teaching is adapted to meet their pupils needs. Interventions are put into place and monitored. Referrals to inclusion team are done in a timely manner.	As a result of prior knowledge of pupils needs, CBJS can begin to address needs immediately on entry. Interventions lead to evidenced impact on pupil progress. Referrals lead to support that can be evidenced. PP data becomes in line with national for PP and SEND.

6. All pupils have equal access to wider opportunities and experience. 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. 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. PP children attend at least one club. All pupils have equal access to a wide range of Flourishing Futures options [school offer]. Wider Flourishing Futures hours are promoted to all pupils but staff have specific conversations with disadvantaged families.	Pupils are engaged and motivated They have opportunities across a wide curriculum and range of experiences including access to resources, trips and visitors. All staff use the Absolute Education tool to map and monitor enrichment. All pupil premium pupils are involved in at least two aspects of school life. Staff ensure that all disadvantaged children attend at least one club per academic year. Disadvantaged pupils are proportionally given roles and responsibilities in school. University awards are equally achieved by all pupils.
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Activity in this academic year

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

Teaching

Budgeted cost: £140,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance, using White Rose as our main teaching tool. 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). Release time for subject and year leaders to monitor and action quality first teaching in their respective areas. Year leaders as our most experienced teachers are deployed to ensure all classes are delivering quality first teaching. TAs are deployed to the lower school to support class teachers by increasing capacity to meet the needs of our vulnerable pupils and support foundational skills. Training for all staff through staff meetings and support staff CPD time. Monitoring through school processes. 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. High-quality wave 1 teaching for all - support and clarity for staff through SIP and CPD [access through national college and hubs]. Consistent teaching approach that focuses of explicit specific teaching, modelling and scaffolding [metacognition 7 step model]. Inclusive approach to support all pupils.	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf Tudor Grange teaching and research school who follow the DfE guidance. Research provided by NCETM National College and evidenced based training used for staff CPD EEF Guide to the Pupil Premium Oral language interventions EEF	2

Effective diagnostic assessment – AfL in classrooms with staff responding to pupils mini plenaries etc. Use of insight to inform next steps in teaching. Pupil Progress termly meetings. 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. Additional groups at other times of the day to assist with accelerated pupil progress. Oracy strategies enable children to talk and develop ideas ahead of producing written outcomes.		
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Targeted academic support

Budgeted cost: £60473

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. 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. SISS and SENTAA support.	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): Improving Social and Emotional Learning in Primary Schools EEF	3
TA's and teachers will provide small group intervention for off track pupils. English and Maths intervention Y3/4 – TA assembly groups.	EEF - guidance on effective use of teaching assistants https://d2tic4wvo1iusb.cloudfront.net/production/documents/TA-projectplan.pdf?v=1730990586	2
Additional Maths and English based intervention [Success at arithmetic] for off track pupils English based interventions.	Backed by research at Edge Hill University- which demonstrates impact of the programme Based on research and prior school impact- Read Write Inc, Rapid Reading	2
Technology to support learning: Century, Insight, Markmate, TT Rockstars, LbQ.	EEF Digital Technology Summary of Recommendations.pdf	2
The PINS project further supports neurodiverse children by enabling staff to better understand neurodiversity and how differences can impact on learning	Partnerships for inclusion of neurodiversity in schools (PINS) programme - GOV.UK	2

Wider strategies

Budgeted cost: £91,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. 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. CSAW involvement.	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.	EEF research on impact on academic studies	2
Flourishing Futures which is our version of 'Children's University'. To ensure all PP children have informed aspirations and knowledge of the range of vocations possible to them. Annual Graduation held at The Symphony Hall in Birmingham.	Children's University - second trial EEF	6
Ensuring children have access to professional counselling services, including bereavement support if needed (i.e. access to connected care).	EEF Behaviour Interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)	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. Learning mentors over unstructured times / lunchtime to support pupils. Training for Learning mentors on zones of regulation to support vulnerable children.	EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Transition 4 x Y3 teachers visit CBINS as well as SENCo and FSW. Y6 lead, SENCo and FSW visit secondary.	EEF Blog: Getting transition right (part 1 of 2) – four... EEF 3. Wider strategies EEF	4
Engagement of Parents in Parents Evening – offering appointments at alternative times or on different days. Following up missed appointments. Direct contact with parents wherever it is possible to engage them e.g. Inspire events.	Parental engagement EEF	1

Total budgeted cost: £ 264,410

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	Cohort	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	Cohort	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

CASTLE BROMWICH JUNIOR SCHOOL

EXS+	41	73%	63%	+8	Close to average (non-sig)	75%	-4%	Widening	41%	+30%
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GDS	41	38%	21%	+17%	Not known	33%	+5%	Not known	0%	+38%
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Disadvantaged pupils – Writing

Standard 2025	Cohort	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%
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Disadvantaged pupils – Maths

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 selfregulate, 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.