

## Pupil premium strategy statement – Queen Eleanor’s C of E Junior School

This statement details Queen Eleanor’s C of E Junior 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	324
Proportion (%) of pupil premium eligible pupils	9%
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> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Davies (Headteacher)
Pupil premium lead	Jo Davies and Siobhan Patterson (Headteacher and Inclusion Lead)
Governor / Trustee lead	Cyndy Peterson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,939.25
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,939.25

## Part A: Pupil premium strategy plan

### Statement of intent

At Queen Eleanor's C of E Junior School, we intend that all pupils, irrespective of their background or the challenges they face, achieve highly and make good progress in all subjects. The intention of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by removing social, emotional and academic barriers to learning. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, regardless of whether they are disadvantaged or not.

#### **Our principles:**

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We aim for every single one of our pupil premium funded children to reach at least national expectations in all areas. As a minimum, we want this group to achieve above the level at which all non-disadvantaged pupils nationally achieve. We also want the attendance of our pupil premium funded children to exceed the attendance of all non-disadvantaged pupils nationally.

- Children are identified early if they fail to be making progress.
- Expectations for all children are high irrespective of their home life.
- We will provide all teachers and teaching assistants with high quality CPD to ensure pupils access effective quality first teaching.
- Target funding to ensure that all pupils have access to trips, residential trips and first-hand learning experiences, including music and sporting activities.
- Provide appropriate nurture support to help pupils with their emotional and social development.

#### **We have largely targeted our additional pupil premium funding on:**

- Extra staffing
- Extra intervention
- Pastoral care
- Enriching experiences
- Supporting with attendance ~ wrap-around care

Quality first teaching is central to all children making good progress and setting them up for equal access to opportunities. Targeted intervention on a one to one and small group basis to ensure all pupils, including those who are disadvantaged, achieve their potential.

#### **How do we measure the impact of Pupil Premium funding?**

- Half termly Pupil Progress Meetings with Class Teachers, Leadership Team and SENCO.

- All Pupil Premium children are identified on class Provision Maps and appropriate interventions are delivered.
- Deputy Headteacher (Assessment Coordinator) tracks progress and attainment of Pupil Premium children.
- Home School Link Worker and SENCO work closely with Pupil Premium children and their families.
- The Senior Leadership Team review the strategies for Pupil Premium children and allocation of funding half termly.

## Challenges

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

Challenge number	Detail of challenge
1	Low parental engagement in pupils' education of families with social and emotional issues ~ attendance at parents' evening/workshops for families and support at home with reading and homework. Families are finding the increases in the cost of living challenging. More pupils demonstrate high levels of resilience or the ability to self-regulate their behaviour and emotions.
2	Internal and external data shows that there are gaps in knowledge and skills between our disadvantaged pupils and others in reading, writing and maths.
3	Statistically our disadvantaged pupils fare less well in home learning tasks. This means that some of our disadvantaged pupils need support in school to access homework/home learning tasks.
5	Our whole school attendance for 2024/2025 was 96.2% (above national average) with our FSM children with a close to average percentage of 92.2% and 24.3% (close to average) persistent absence compared to 11.1% whole school persistent absence percentage.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in writing.	Assessments and observations show an improvement in writing skills. This will be a triangulation of evidence from observations, book scrutiny, learning walks and internal/external writing moderation. Achieve national average progress score in KS2 writing for expected level and greater depth.
Improved attainment in mathematics.	Assessments and observations show an improvement in mathematical skills. This will be a triangulation of evidence from observations, book scrutiny, learning walks and internal summative assessments.

	Achieve national average progress score in KS2 for expected level and greater depth.
Improved attainment for specific groups of children – provided by smaller group targeted teaching in English. Smaller groups mean individual children receive personalised support.	Gaps are narrowed to enable children to move from WTS to ARE or ARE to GDS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Home School Link Worker is used effectively to provide resources and strategies for support. Achieve and sustain improved wellbeing of all pupils.	<ul style="list-style-type: none"> <li>• Qualitative data from pupil, parent and staff voice.</li> <li>• Teacher observations.</li> <li>• Increased participation in enrichment activities.</li> <li>• Increased attendance.</li> <li>• Reduction in the number of disadvantaged pupils accessing emotional and well-being support within school.</li> </ul>

### Activity in this academic year

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

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

Budgeted cost: **£6,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Staff ~ developing high quality teaching and targeted interventions (one to one and small groups)	<p>SENCO/Subject Leads to provide training on specific interventions to support children. TA expertise/training used across the school so children access high quality interventions. SENCO to observe interventions termly to ensure quality provision.</p> <p>Oral language interventions—such as structured conversations, vocabulary development, and targeted speaking and listening activities—can significantly improve students’ literacy and overall academic outcomes, especially for younger learners</p> <p><a href="#">EEF Toolkit: Oral Language Interventions</a></p> <p>The toolkit outlines a range of professional development and interventions that can have impact. High-quality, sustained, and evidence-informed professional development for teachers can add around eight months of pupil progress at moderate cost when it focuses on practical strategies and ongoing support.</p> <p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p>A database that summarises targeted literacy programmes that have UK evaluations (focuses in on dyslexia).</p> <p><a href="#">Interventions for Literacy</a></p> <p>Summarises targeted and specialist interventions for pupils with speech, language, and communication needs.</p>	1, 2 and 3

	Speech and Language UK What Works database	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1 and 3
Pre-teaching groups in maths for KS2.	Pre-teaching maths groups can be highly effective because it allows children to build foundational understanding and confidence before encountering new concepts in whole-class settings. Research shows that this proactive approach can reduce cognitive overload, support working memory, and improve engagement and outcomes.	2
Targeted SEMH intervention to support the wellbeing of pupils, particularly	<p>Emotional support is of benefit when staff are highly trained, and practice is embedded across the school. Our trained ELSA has dedicated time to support pupils as well as meeting with teaching staff and parents to ensure strategies are consistent and reviewed.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p>There is a growing body of evaluative research endorsing the beneficial contribution of ELSA to the emotional wellbeing of school pupils is represented, an increasing amount of it at doctoral level.</p> <p><a href="#">CMH0001 - Evidence on Children and young people's mental health—the role of education</a></p>	4

disadvantaged – Nurture groups and Expressing Emotions through Art and ELSA	<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="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>The Nurture Group Network believes that schools are an excellent setting for promoting and improving children’s emotional wellbeing, building resilience and establishing and promoting good mental health and wellbeing. We recommend that to do this, schools need to embed nurturing principles, either through use of nurture groups or by becoming ‘nurturing schools’, and through use of the Boxall Profile to assess and monitor wellbeing.</p> <p><a href="https://committees.parliament.uk/writtenevidence/76808/pdf/#:~:text=5%20Long%20term%20mental%20health,than%20remaining%20in%20their%20mainstream">https://committees.parliament.uk/writtenevidence/76808/pdf/#:~:text=5%20Long%20term%20mental%20health,than%20remaining%20in%20their%20mainstream</a></p> <p>Art therapy in schools has enabled some children to articulate their emotions, while also having an enjoyable time during sessions, resulting in them being able to engage more when back in class.</p> <p><a href="https://schools.sla-online.co.uk/Article/152957#:~:text=Art%20therapy%20in%20schools%20has,more%20when%20back%20in%20class">https://schools.sla-online.co.uk/Article/152957#:~:text=Art%20therapy%20in%20schools%20has,more%20when%20back%20in%20class</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW and attendance team support targeted families with poor attendance to encourage to continue to attend school.	<p>HSLW to work with identified Pupil Premium children to support them in their area of need to ensure they make good progress in school. HSLW to work with individual families to improve attendance.</p> <p><a href="#">EEF Working with Parents to Support Children’s Learning guidance report</a></p> <p>Suggests improving pupil attendance by using parental engagement strategies and responsive interventions that address the specific reasons for absence, as these approaches show the most promise for boosting attendance outcomes.</p> <p>examines the existing research on interventions that aim to improve attendance.</p>	1, 2, 3 and 4
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	DfE’s Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	
<p>Financial support for clubs, trips and residential visits to encourage full take up.</p> <p>Pupil Premium children have access to one free weekly after school club.</p>	<p>Children's mental health and welling will improve which means they are more readily available to learn and feel happy and settled in school.</p> <p><a href="#">EEF Teaching and Learning Toolkit - arts participation</a></p> <p>Research explores the impact of engaging in creative activities like music, drama, or visual arts which typically delivers around three months of additional academic progress at very low cost, with moderate evidence suggesting benefits for literacy and numeracy when approaches are well-integrated into teaching.</p> <p><a href="#">EEF Teaching and Learning Toolkit - physical activity</a></p> <p>Physical activity interventions such as sports, dance, or structured exercise, typically lead to around two months of additional academic progress at very low cost, with benefits greatest when programmes link physical activity to learning and include structured teaching in literacy or numeracy.</p>	1, 2, 3 and 4

**Total budgeted cost: £52,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The table below shows % of children who met the expected standard in the KS2 SATS 2025 who are Pupil Premium. All Pupil Premium children sat the end of Year 6 SATS.

Subject	Year 6 % ~ children working at expected or above standard	Pupil Premium Children % ~ working at expected or above standard
Maths	75%	4/13 ~ 31%
Reading	88.6%	8/13 ~ 62%
Writing	60.2%	4/13 ~ 30%

**\*Year 6 data reflects that pupil premium children continue to be a focus, particularly in Writing and Maths.**

- Across year groups, pupils in intervention groups have maintained a good level of progress.
- Pupils who needed additional support through ELSA and Pets as Therapy have been offered it.
- Pupils who require before or after school club were offered sessions to support with attendance/integration and family finances.
- Parent and pupil feedback was positive about pupil support and feedback from HSLW and Staff.
- Trips were carried out this year, therefore funds were provided to allow all children to attend trips.
- PP children were all able to access one extra-curricular club each half term.
- Disadvantaged families were supported with connecting them to outside agencies and resources e.g. food banks.
- POYLE and school residential fund was also used to support families in being able to attend residential trips.

### Externally provided programmes

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

Programme	Provider
Twinkl Phonics	Twinkl



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
Last academic year we did not have any service children on roll.
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A