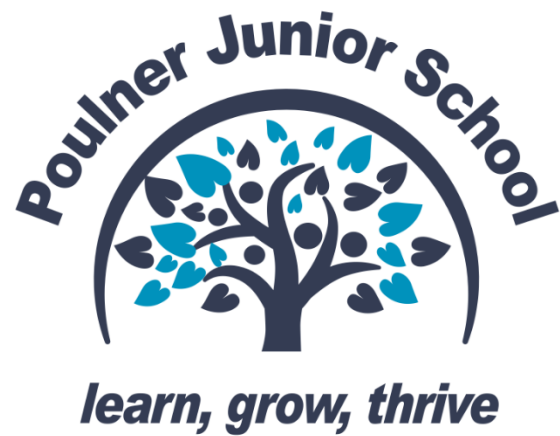




Poulner Junior School
Pupil Premium Strategy Statement
2024-2027

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 effect that last year's spending of pupil premium had within our school.

School overview 2024-2025

Detail	Data
School name	Poulner Junior School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	65 pupils or 24% of school population
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2024
Statement authorised by	Jo Walker Headteacher
Pupil premium lead	Katie Cason Deputy Headteacher
Governor / Trustee lead	Claire Yeates and Natalie Jolley

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£95,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,270

School overview 2025-2026

Detail	Data
School name	Poulner Junior School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	68 pupils or 26% of school population
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Jo Walker Headteacher
Pupil premium lead	Katie Cason Deputy Headteacher
Governor / Trustee lead	Claire Yeates

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£106,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106,915

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make rapid progress from their starting points and achieve high attainment across all subject areas. We want all pupils to actively engage in every aspect of school life through effective teaching and learning strategies, Thrive and the wider curriculum so that they want to come to school, be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

Maintaining high expectations and providing high quality first inclusive teaching is at the heart of our approach, enabling every child to be the very best they can be. We strive to develop children's aspirations, their self-esteem and their academic achievement in a safe and stimulating learning environment; giving feedback that celebrates success in learning and learning behaviours.

Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. Teachers and support staff will have a thorough understanding of their pupils and their individual 'barriers'. We aim to close any gaps and remove any perceived 'barriers' so we can give these pupils the tools to achieve across an ambitious curriculum.

We recognise that mental health and well-being is essential for all our pupils both in regard to their social development and in terms of their readiness to learn. We will strive to build strong relationships with pupils and parents enabling pupils to take an increasing responsibility for their own learning. Every single child can meet their potential.

Our strategy is focussed on identifying what each child needs to be successful.

- Regularly reviewing the progress and performance of all children to ensure that our approaches are impactful – plan, review, adapt.
- Improving the quality of teaching and learning in all curriculum areas for all children; ensuring pupils are challenged in the tasks and activities are accessible.
- Where 'additional to and/or different from' support is required, we will allocate appropriate strategies and targeted support through the use of 'Pupil Premium Champions'.
- A relational approach ensures that any interrupted developmental needs are identified and responded to.

Challenges

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

Challenge number	Detail of challenge
1 <u>Teaching & Learning</u>	Assessments (internal and external), observations, work sampling and discussions with pupils indicate: • learning is not adapted effectively enough to ensure disadvantaged pupils can succeed across the curriculum. • vocabulary gaps among many disadvantaged pupils. They have been exposed to less rich texts, vocabulary, and collaborative talk about the experiences they have had. • executive functioning is the key learning barrier for many of our disadvantaged pupils. They find self-monitoring, planning & prioritising, task initiation most challenging.
2 <u>Attainment</u>	Assessments (internal and external), observations, work sampling and discussions with pupils suggest disadvantaged pupils generally have: • greater difficulties with reading fluency, comprehension and phonics than their peers. They have been exposed to a smaller range of books and less collaborative talk about what they are reading. They have had less opportunities to hear fluent reading modelled to them and to share a book with someone. This negatively impacts their development as readers. • difficulty expressing their ideas in writing across the curriculum. They have less experiences outside of the classroom to draw on for their writing. Transcription is a significant barrier which is directly impacting their attainment. On entry to KS2, the quality of their spelling and handwriting is below age related expectations. • less confidence with their understanding of number and have not developed their number sense or number strategies. Research shows that without appropriate and efficient strategies, pupils will be lower Mathematical attainers. They are at a disadvantage when applying number patterns and methods to reasoning and problem-solving questions and are unable to make connections.
3 <u>Learning behaviours</u>	Class and pupil observations have shown that active participation and engagement of disadvantaged pupils in their learning can be inconsistent throughout the lesson. Pupils are less independent in their learning and have a greater reliance on adult support. Thrive profiling and ongoing discussions with pupils and families have identified behavioural, social and emotional needs that can impact the capacity to engage in the pupil's learning and wider school life. These challenges particularly affect disadvantaged pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4 <u>Attendance</u>	Attendance data shows an improving picture, and disadvantaged pupils are broadly in-line with non-disadvantaged attendance. However, the gap between disadvantaged and non-disadvantaged pupils in persistent absence is wide. These pupils do not fully engage with school life, and this has a negative impact on their social and emotional development as well as academic progress.

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
Build teachers' expertise in order to inform their decisions about the adaptations in the classrooms for all pupils, so that our universal provision is more inclusive. (Challenge 1)	Observations (peer and leadership), assessments, pupil & teacher voice, work sampling, coaching portfolios show: • Implementation of the 4-part strategy: teachers identify individual learning barriers, design tasks, formatively assess understanding and flexibly respond to pupils learning. • Pupils are more engaged, access learning and feel confident their teachers understand what they need to support them. • Teachers use formative assessment in every lesson and adapt lessons to the needs of all pupils.
Improved vocabulary choices and understanding among disadvantaged pupils, so that they can apply appropriately to their learning. (Challenge 1)	Assessments and observations (formal and informal) indicate pupils can apply improved vocabulary choices and understanding with greater confidence through all aspects of their learning. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Strengthen executive functioning skills, so that pupils are able to begin tasks, plan how they will tackle them, know how successful they are and make adjustments to their actions accordingly. (Challenge 1)	Observations (peer and leadership), pupil & teacher voice, work sampling show: • A variety of strategies tailored to individual need, e.g. visual aids, scaffolding, timers, are used to support pupils' executive functioning skills and the teacher and clearly articulate this. • Pupils can articulate which executive functioning skill they find most challenging and identify which strategies they find most supportive in overcoming this. • Pupils are actively engaged in their learning for sustained periods of time.
Build fluent readers who love reading for pleasure and purpose. (Challenge 2)	• KS2 reading outcomes will continue to show a reduction in the gap between PP and non-PP pupils meeting the expected standard; this gap will be no more than 10%. • Observations, pupil voice and work sampling show that pupils can engage in book talk and participate in more reading activities.
Develop transcription skills, so that pupils show automaticity in writing words allowing them to convey their intended meaning (Challenge 2)	• KS2 writing outcomes will continue to show a reduction in the gap between PP and non-PP pupils meeting the expected standard; this gap will be no more than 10%. • Observations, pupil voice and work sampling show that pupils desire to write improves and the quality of spelling and handwriting shows a high level of consistency. Classroom environments and lessons focus on key spelling knowledge, celebrate

	successes and support ongoing learning of tricky spellings.
Build fluent mathematicians who have a strong number sense in order to apply a skill to multiple contexts. (Challenge 2)	• KS2 maths outcomes will continue to show a reduction in the gap between PP and non-PP pupils meeting the expected standard; this gap will be no more than 10%. • Observations, pupil voice and work sampling show that pupils have developed a greater range of number strategies and are able to apply these in different contexts and with greater accuracy. • TTRS, Y4 Multiplication table check, Arithmetic tests show that pupils have developed greater automaticity in number skills.
Improved active participation and engagement in learning in order to improve independent learning. (Challenge 3)	Pupils develop strategies to manage their behaviour and emotional needs more successfully in order to engage in lessons for increased periods of time. This will be demonstrated by: • Observations/teacher voice show disadvantaged pupils actively participate in learning. • Learning outcomes (work sampling) shows a better engagement to learning • Pupil voice, through conferences, show pupils have a greater understanding of how they learn best. • Consistently high expectations of behaviour and efficient and embedded classroom routines/transitions. • Observations show teachers modelling their own thinking to develop pupils' metacognitive skills and metacognitive talk will be more regularly used by pupils in the classroom
Strengthen school-home partnership through consistent communication and shared expectations, so that collaboration on pupil behaviour and learning strategies improve. (Challenge 3)	Greater active involvement in their child's learning is demonstrated through: • Thrive profiling shows a greater number of children are typically secure at Skills and Structure. As they secure their learning in this strand, their score typically increases to 65 per cent or more by the end of KS2 and they are ready to progress to Interdependence. • Parents and pupils receiving 5 'Positive posts' every term. • Greater attendance at curriculum 'workshop' events, open events and parents evening. • More consistent collaboration during transition from KS1. • Parent surveys demonstrate a positive view of the school and feel there is a genuine partnership with their child's education and wellbeing.
Sustain improved attendance for all pupils. Disadvantaged pupils particularly, attend school whenever they are able to. (Challenge 4)	The average attendance of disadvantaged pupils is at least 95%. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. Sustained high attendance from 2025/2026 demonstrated by:

	• No more than a 2% gap in attendance between our disadvantaged and non-disadvantaged pupils. • The % gap between disadvantaged and non-disadvantaged pupils who are persistently absent continues to reduce.
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Activity in this academic year 2025-2026

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and coaching support for all staff in adaptive teaching to ensure consistently 'High Quality Inclusive Teaching' across the school • Senior Leadership Team attend My Ambition 'Adaptive teaching: train the trainer' programme. • Training all staff in implementing the 4-part adaptive teaching process. • Training all staff with a toolkit of strategies to identify learning barriers, design tasks, formatively assess understanding, flexibly adapt the lesson in response. • Continuous coaching programme that follows the 'Mechanisms of effective professional development': Building Knowledge, Motivating teachers, Developing teacher techniques, Embedding practice	The coaching approach to improve teaching and learning has enabled all children, including disadvantaged to make good progress from their starting points. Over time the gap between PP pupils' and non-PP pupils' attainment has narrowed. <i>The processes mechanisms of effective professional development/Education Endowment Foundation 2021</i> Research suggests 'Every teacher is supported to deliver high quality teaching... TAs are deployed in a way that helps all pupils access high-quality teaching.' <i>Deployment of Teaching Assistants Guidance report/Education Endowment Foundation 2025</i> Adapting teaching and task design to meet the needs of all learners enables them to access learning. The Ofsted Inspection Framework expects that teachers will "check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches." According to the Teacher Standards, teachers should "Adapt teaching to	1, 2, 3, 4

• CPD on deploying TAs effectively	respond to the strengths and needs of all pupils." (Standard number 5) <i>Understanding Adaptive Teaching/Education Endowment foundation 2022</i> <i>Rosenshine's 10 principles of instruction</i> <i>Five evidence-based strategies for pupils with special educational needs</i> <i>send/Education Endowment Foundation</i>	
Embedding an explicit vocabulary teaching structure and activities across the curriculum to support pupils to articulate key ideas and extend vocabulary. • Embedding the Opening Doors approach to reading and writing – rich text drivers/models, vocabulary approach to text analysis, Durran grid • Embedding collaboration strategies, including dialogic talk, paired talk, group work, questioning and response techniques. • Monitoring the use of the learning environment to provide scaffolds to using a wider vocabulary, (vital vocab, Durran grid, key Maths vocabulary/ sentence stems, knowledge organisers, wordbanks) • Monitoring teacher instruction and structure (see PJS vocabulary structure and success criteria in T & L Handbook). • Improving Guided Reading learning journeys, so that they have a clear structure, explicit vocabulary	There is a strong evidence base that dialogic activities have a high impact on reading and vocabulary. Vocabulary, comprehension and reading skills benefit from explicit discussion and teaching to support learners' use of vocabulary. The targeted use of approaches may support some disadvantaged pupils to catch up with peers <i>Vocabulary in Action & Improving Literacy at KS2/Education Endowment Foundation</i> <i>Isabel Beck, Margaret McKeown, Linda Kucan</i>	1, 2, 3, 4

teaching and collaborative learning.		
CPD for all staff on executive functioning and metacognitive skills • Explicitly teach staff and pupils metacognitive strategies including how to plan, monitor and evaluate their learning • Training staff how to explicitly teach pupils how to organise, and effectively manage their learning independently • Staff training to develop modelling of their own thinking to help pupils develop their metacognitive skills and develop metacognitive talk in the classroom	Research demonstrates the importance of teachers using metacognition approaches to support pupils to think about learning more explicitly by teaching them specific strategies for planning, monitoring, and evaluating their learning. <i>Metacognition and self-regulated learning/Education Endowment Foundation</i>	
Regularly revisit expectations on classroom behaviours, routines and transitions	Research shows there is a need for consistent and clear behaviour policies that promote positive behaviour in the classroom <i>Improving behaviour in school/Education Endowment Foundation</i>	1, 2, 3, 4
Monitor the use of 'Little Wandle' DfE validated Systematic Synthetic Phonics Programme (Rapid Catch-up programme for KS2) to secure stronger phonics teaching for underachieving pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. <i>Phonics/Teaching and learning toolkit/Education Endowment Foundation</i>	1, 2, 3, 4
CPD to develop a structure to spelling sessions and include a multi-sensory approach to practising spellings.	Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. <i>Improving Literacy at KS1 and 2/Education Endowment Foundation</i>	1, 2, 3, 4
Implement the four P's and the S factors to assess and structure the teaching of handwriting,	Slow or effortful transcription hinders writing composition as pupils are less able to think about the content of their writing. <i>Improving Literacy at KS1 and 2/Education Endowment Foundation</i>	1, 2, 3, 4
Monitoring and providing continuous CPD to embed	There is evidence that Manipulatives and representations can help pupils engage with mathematical ideas.	1, 2, 3, 4

the implementation of 'Power Maths'	'Power Maths' is a government approved/endorsed strategy that supports consistency and rigour <i>Improving Maths at KS1 and 2/Education Endowment Foundation</i>	
Improving pupils' mathematical fluency through implementation of arithmetic sessions	Evidence suggests teaching should emphasise the many connections between mathematical facts, procedures, and concepts. To ensure that pupils develop fluent recall of facts, teachers should teach pupils to understand procedures and to consciously choose between mathematical strategies. <i>Improving Maths at KS1 and 2/Education Endowment Foundation</i>	1, 2, 3, 4
Termly pupil progress meetings and drop-in sessions with children in class to address gaps in learning, raise the profile of pupil's needs and accelerate progress.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress. <i>Metacognition & self-regulation/Education Endowment foundation</i>	1, 2, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 2 x Pupil Premium champion TAs to deliver small group or 1:1 catch-up sessions every afternoon to accelerate the progress of disadvantaged pupils in RWM linked to their individual PP targets • Guided Reading pre-teaching • Maths fluency • Sentence building • Phonics • Reading fluency • Handwriting fluency	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups <i>One to one tuition/Teaching and learning toolkit/Education Endowment foundation</i> <i>Small group tuition/Teaching and learning toolkit/Education Endowment Foundation</i>	1, 2, 3, 4, 5

• Spelling		
Develop Pupil Premium conferencing so that: • there is a continuous 1:1 collaborative review with disadvantaged children • disadvantaged pupils have personalised small step targets matched to identified areas of need to enable accelerated progress. • Pupils understand how they learn best (metacognition) and take responsibility/ independence for their learning (mind maps, collaborative target setting and review) • Teachers support their success with targets and adapt scaffolds within the classroom • Parents understand how their child learns best and can support in celebrating success (postcards home)	Research shows that explicitly teaching pupils to plan, monitor and evaluate their learning can increase pupil independence in the classroom. <i>Metacognition & self-regulation/Education Endowment foundation</i>	1, 2, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and provide ongoing CPD to embed our Thrive principles to improve behaviour and social and emotional issues across the school	Both targeted interventions and universal approaches can have positive overall effects. <i>Behaviour interventions/Education endowment Foundation</i>	3, 4
All disadvantaged children to have an	Both targeted interventions and universal approaches can have positive overall effects.	3, 4

individual Thrive profile completed annually	<i>Behaviour interventions/Education endowment Foundation</i>	
To support pupil's participation in enrichment activities to widen their opportunities and extend their cultural capital	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning	3, 4
Family Liaison Officer to support all families in need and continue the Hardship Community Group	KCSiE 2024 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children and their families is central to our offer.	3, 4
Family Liaison Officer and Headteacher meet half termly to strategically oversee attendance and provide appropriate support to families.	Targeting support at families, where appropriate, has shown an increase in attendance. <i>DfE Improving School Attendance</i> <i>DfE Working Together to improve School Attendance</i>	4
Improve opportunities to communicate with parents by developing our 'PJS Family Partnership Approach': • Promote positive interactions: Introduce 'Positive Post' -mix of postcards, emails, phone calls, and in-person meetings to celebrate with parents to foster a positive and welcoming relationship. • Provide targeted support: Offer workshops or resources on specific topics like supporting learning at home, managing anxiety, parent Thrive, Y2 Key Worker. • Make engagement accessible: Offer open days, share the book days, 'meet the team' sessions.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. <i>Working with parents to support children's learning/Education Endowment Foundation 2021</i>	3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria	As of July 2025
Improved vocabulary choices and understanding among disadvantaged pupils.	Assessments and observations (formal and informal) indicate improved vocabulary choices and understanding among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Observations of the learning environment show a more consistent use of subject specific vocabulary in all subjects. Observations and teacher voice have shown how recent CPD is making an impact in the classroom with the 'Say it again better' strategy. Children are consistently choosing to and being encouraged to use tier 2 & 3 vocabulary. During pupil conferencing, children were able to identify technical vocabulary and use it in context confidently. Leaders have produced a 'Teaching & Learning Handbook' following continued coaching programme and CPD which includes a variety of strategies. As a result of this guidance, lesson plans, resources (Google slides) and observations show an embedded routine of 'Vital Vocabulary' and developing use of the PJS vocabulary success criteria and teaching structure. Work sampling shows that there is a growing use of tier 3 vocabulary being applied in independent learning.

Building fluent readers who love reading for pleasure and purpose.	Observations, pupil voice and work sampling show that pupils can engage in book talk and participate in more reading activities. KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.	KS2 reading outcomes in 2024/25 show an increase from 61% to 78% for disadvantaged pupils. Disadvantaged pupils are now broadly in-line with non-disadvantaged. See breakdown of outcomes below. Guided reading lesson structure has improved to include more opportunities for collaborative talk which has increased confidence. A greater mastery of vocabulary is shown through work sampling. Pupils are using vocabulary learnt from high quality texts in context in speech and writing. Improved lesson structure has provided more opportunities for fluency activities. Pupils are more fluent which in turn is supporting their use of vocabulary. Reading reward scheme shows increased reading for pleasure at home. Introduction of Sora has made books more accessible for reading from home for all pupils.
Building fluent mathematicians who have a strong number sense in order to apply a skill to multiple contexts.	Observations, pupil voice and work sampling show that pupils have developed a greater range of number strategies and are able to apply these in different contexts. KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.	KS2 maths outcomes in 2024/25 show an increase from 67% to 72% for disadvantaged pupils. Disadvantaged pupils are now broadly in-line with non-disadvantaged. See breakdown of outcomes below. Pupil conferencing shows children want to use manipulatives as it supports their fluency and problem solving. Observations and work sampling demonstrate the children and teachers are consistently using sentence

		stems, representations and mathematical language to explain their thinking.		
ARE+				
	Reading	Writing	Maths	Combined
All children SATs %	83	89	78	68
All children National SATs	75	72	74	62
PP children SATs %	78	94	72	72
PP children National SATs	63	59	61	47
Improved active participation and engagement in learning in order to improve independent learning.	Pupils develop strategies to manage their behaviour and emotional needs more successfully in order to engage in lessons for increased periods of time. This will be demonstrated by: • Observations/teacher voice show disadvantaged pupils actively participate in learning. • Learning outcomes (work sampling) shows a better engagement to learning • Pupil voice, through pupil conferences, show pupils have a greater understanding of how they learn best.		Teaching Coaching Portfolios show that disadvantaged children have responded particularly well to ongoing CPD. Most children are engaging more often using different strategies (cold calling, paired talk, mini whiteboards). Learning behaviour observations show an increase (90%) in focussed/on task behaviour and a decrease (10-60%) in off task behaviour. Pupil conferencing shows an increase in metacognitive talk – an understanding of how they learn best and what the teacher can do to adapt their learning.	
Sustain improved attendance for all pupils. Disadvantaged pupils particularly, attend school whenever they are able to.	The average attendance of disadvantaged pupils is at least 92% (23-24). This improves to at least 95% by July 2025. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. Sustained high attendance from 2024/2025 demonstrated by: • No more than a 2% gap in attendance between our		PP pupils' attendance was 92.9% compared to non-PP which was 94.4%. This is a gap of 1.5% - less than 2%. Persistent absence is decreasing and the gap is narrowing between PP and non-PP.	

	disadvantaged and non-disadvantaged pupils. • No more than a 5% gap between disadvantaged and non-disadvantaged pupils who are persistently absent.	
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