Pupil premium strategy statement – South End Junior School

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	309 (as of 23.10.26)
Proportion (%) of pupil premium eligible pupils	18.7% (59 pupils)
Academic years that our current pupil premium strategy plan covers	2024-2025 2025-2026 **2026-2027**
Date this statement was published	06.11.26
Date on which it will be reviewed	Termly assessment points and annually throughout 3-year plan
Statement authorised by	Gurdip Kaur
Pupil premium lead	Lisa Gibbs & Gurdip Kaur
Governor linked	Ranjit Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114700
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£8783
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£123483

Part A: Pupil premium strategy plan

Statement of intent

Whole school intent:

Our broad and balanced curriculum, combined with enriching experiences, enables pupils to graduate as rounded and grounded citizens and be ready for their next adventure.

A progressive and interwoven curriculum is designed to embed the knowledge, skills, understanding and mindset required to be successful in tomorrow's world.

Pupil Premium intent:

Our vision is to develop all pupils to be rounded and grounded citizens who aspire to achieve their full potential regardless of their starting point or context. We aim to do this by providing a nurturing, happy, safe and supportive yet challenging learning environment in which everyone is equal and personal achievements are celebrated. We aim to ensure that every child has access to and engages in a high-quality education that enables them to reach their potential, departing from our school prepared to be successful in tomorrow's world.

Our key priority is to ensure that the children access excellent teaching: evidence demonstrates that this is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Therefore, training; developing everyday practice; working with specialists; mentoring and coaching; and caring for staff wellbeing are key strands of our Pupil Premium Strategy. The focus is on developing all of our staff in order to positively impact on all our pupils while closing the gaps for our disadvantaged children. All strategies outlined in our Pupil Premium Strategy are evidence-based and informed by our understanding of what our children need to be able to achieve the best possible outcomes.

Targeted academic support for children identified as not making the expected progress also forms a key part of our strategy with the aim that gaps in children's learning can be accurately identified, targeted and closed. This support, delivered by the people most suited for the particular intervention, is offered predominantly within the school day but may also be through small group or individual tuition after school.

The final key priority within our strategy is to address the wider issues that impact on children's learning and create a potential barrier. We know that social and emotional skills support effective learning and are linked to positive outcomes later in life. Consequently, our provision and support for children's SEMH is a crucial part of our school offer. We aim to build strong connections with pupils and their families, strengthening parental engagement so that children's education and wellbeing are prioritised, and they thrive. We feel strongly in equity and that no pupil should be left behind because of their socio-economic narrative; we invest wisely in enriching cultural capital experiences that both support and supplement our broad and balanced curriculum.

Challenges

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

Challenge number	Detail of challenge
1	***When children arrive in Year 3, there is a significant gap between PP and non-PP in writing.*** By the time pupils leave at the end of Year 6, they generally perform in line with the national average for disadvantaged children in writing. A strategic focus is needed on oracy and basic writing skills to address the gap that remains between PP and non-PP in all year groups. *(Sources: Internal writing data; internal monitoring of lessons, books and pupil voice; end KS2 data for writing)*
2	***When children arrive in Year 3, there is a significant gap between PP and non-PP in reading*** but this gap diminishes over their time at SEJ. By the time pupils leave at the end of Year 6, they perform above the national average for disadvantaged children in reading and this positive gap appears to increase each year. A strategic focus is needed on phonics, oracy and comprehension to address the gap that remains between PP and non-PP when they enter in Y3. *(Sources: Internal reading data; internal monitoring of lessons, books and pupil voice; end KS2 data for reading)*
3	***When children arrive in Year 3, there is a significant gap between PP and non-PP in maths*** but this gap diminishes over their time at SEJ. By the time pupils leave at the end of Year 6, they perform above the national average for disadvantaged children in maths and this positive gap appears to increase each year. A strategic focus is needed on oracy, number sense and reasoning to address the gap that remains between PP and non-PP when they enter in Y3. *(Sources: Internal maths data; internal monitoring of lessons, books and pupil voice; end KS2 data for maths)*
4	***Many of our PP have social, emotional and mental health needs, often linked to safeguarding matters and vulnerabilities***, that cannot be catered for sufficiently through our core PSHE curriculum. Regular additional support needs to be provided to nurture the wellbeing of such pupils to try and minimise the impact on outcomes and maximise academic achievement while supporting the whole child. *(Sources: safeguarding records, SEND records, DSL and senior leaders' knowledge of pupils and their families)*

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Effective use of oracy in all classrooms to support engagement and raised achievement	• Monitoring of teaching and learning shows a greater and improved use of oracy in all curriculum areas. • Each year, oracy progress maps show good growth in oracy skills for disadvantaged children. • By July 2027, data shows much improved attainment for reading and writing.
Improved writing attainment for pupils eligible for the PPG which is above the national figure for disadvantaged children	• End KS2 writing attainment increases each year and by July 2027 is above the national figure for DC. • The gap between PP and non-PP attainment decreases year on year is in single figures by July 2027.
Improved reading attainment for pupils eligible for the PPG which closes the gap between our PP and non-PP data	• End KS2 reading attainment continues to be above the national figure for disadvantaged pupils. • The gap between PP and non-PP attainment is not significant and within 5%.
Improved maths attainment for pupils eligible for the PPG which closes the gap between our PP and non-PP data	• End KS2 maths attainment continues to be above the national figure for disadvantaged pupils. • The gap between PP and non-PP attainment is not significant and within 5%.
Pupils' SEMH needs are supported and the impact on learning is mitigated	• Mentoring meetings, pastoral sessions and teacher observations witness pupils more regulated and armed with the skills needed to help themselves when they are in times of crisis. • SEMH needs do not hinder lesson engagement and progress • Relationships with parents are strong and open conversations can be held that break down barriers to working in partnership.
Barriers to participation in the broader curriculum offer are removed	• All pupils attend the year group trip. • All pupils in receipt of FSM have the opportunity to attend the Year 6 residential trip and payment is never a reason to not attend. • All DC have a rich club provision offer and experience new opportunities.

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: £77,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary for HLTA to release leaders for subject development and coaching, while providing expressive arts specialist sessions	***EEF Guide to Pupil Premium: evidence brief*** *Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)* "Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils."	1, 2, 3, 4
Contribution to lead practitioner salary - focus on developing Early Career Teachers and maintaining effective provision for DC/ SEND	"Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. " "Mentoring and coaching can be an important source of support, particularly for early career teachers." "Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning."	1, 2, 3
Maths specialist HLTA teaching 5 mornings	***EEF Teaching and Learning Toolkit*** *Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)* Oral language interventions = very high impact for very low cost Metacognition & self-regulation = very high impact for very low cost Collaborative learning approaches = high impact for very low cost Feedback = very high impact for very low cost Teaching assistant interventions = moderate impact for moderate cost Small group tuition = moderate impact for low cost Arts participation = moderate impact for low cost	3
Sounds Write subscription		1, 2
Literacy Tree subscription		1, 2
Grammarsaurus spelling subscription		1, 2
Claire Gadsby team teaching with TAs and training		1, 2, 3
Lucy Freebody training		1, 2, 3, 4
Teach Mate AI subscription to support workload and maintain recruitment and retention	***EEF Teacher Feedback to Improve Pupil Learning*** Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Additional team planning days to aid workload reduction and retention – covered by sports specialists	***Oracy Education Committee 2024 – We Need To Talk*** We need to talk, 2024 – Oracy Commission	1, 2, 3
VR headsets, set up, accessories and content licences	**EEF Recruiting, Retaining and Supporting Teachers** https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers	1, 2, 3, 4

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

Budgeted cost: £18,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths specialist tutoring in afternoons	***EEF Making a Difference with Effective Tutoring*** *Tutoring_Guide_2022_V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)* "High quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring are implemented well—following the principles in this short guide—it is likely that it can be impactful. This may prove particularly valuable to support closing the gap for disadvantaged pupils." ***EEF Guide to Pupil Premium: evidence brief*** *Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)* "Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs while not inhibiting their access to the wider curriculum." "Intensive support either one to one or as part of a small group can support pupil learning if provided in addition to, and explicitly linked with, normal lessons." "Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should complement (rather than replace) high quality provision from the class teacher." ***EEF Teaching and Learning Toolkit*** *Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)* Teaching assistant interventions = moderate impact for moderate cost Small group tuition = moderate impact for low cost	3
1:1 tutoring PP+		1, 2, 3
PiXL package		1, 2, 3, 4
Number Sense programme		3
Small group after school tutoring targeting GDS writing		1
Teacher-delivered tutoring in afternoons targeting readers with low starting points		2
1:1 reading		2

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

Budgeted cost: £27,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to salary of pastoral support worker 4 afternoons	***EEF Guide to Pupil Premium: evidence brief*** *Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)* "Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully." "Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes." "Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book-reading or tailoring positive communications about learning, can prove actionable for schools." ***EEF Teaching and Learning Toolkit*** *Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)* Social and emotional learning = moderate impact for very low cost but very limited evidence Behaviour interventions = moderate impact for low cost but limited evidence Arts participation = moderate impact for very low cost Parental engagement = moderate impact for very low cost ***EEF Working with parents to support children's learning*** *EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)* "There is an established link between the home learning environment at all ages and children's performance at school"	4
Contribution to salary of HT and DHT for mentoring		1, 2, 3, 4
Support with costs of Y6 residential trip for Targeted FSM		4
Support with costs of day trips for Targeted FSM		4
Enrichment resources for assertive mentoring sessions to encourage family time and reduce screen time		2, 4
Extra-curricular club provision by external providers		4
Extra-curricular club provision – invitation only - delivered by specialist staff		4
Accumulating contribution to theatre trip every 4 years (December 2027)		4
Contingency *Money for needs as they arise*		

Total budgeted cost: £123,483

Part B: Review of the previous academic year: 2025-2026

Outcomes for disadvantaged pupils

Challenge number	Detail of challenge
1	**When children arrive in Year 3, there is a significant gap between PP and non-PP in writing. By the time pupils leave at the end of Year 6, they generally perform in line with the national average for disadvantaged children in writing. A strategic focus is needed on oracy and basic writing skills to address the gap that remains between PP and non-PP in all year groups.**
Impact: • There is a whole school oracy framework in place that was created and launched by the lead practitioner and English lead. Monitoring shows ample oracy opportunities and that the strands of the framework are being planned for and incorporated into the curriculum. • The recently released IDSR shows that the three-year average for the percentage of disadvantaged pupils who meet the expected standard in writing is close to/ above the national figure. +0.8 progress over three years. • Combined (RWM) data at the expected standard also sits above the average national figure for the past 3 years for disadvantaged pupils. • Closing the gap between DC and non-DC remains priority.	
2	**When children arrive in Year 3, there is a significant gap between PP and non-PP in reading but this gap diminishes over their time at SEJ. By the time pupils leave at the end of Year 6, they perform above the national average for disadvantaged children in reading and this positive gap appears to increase each year. A strategic focus is needed on phonics, oracy and comprehension to address the gap that remains between PP and non-PP when they enter in Y3.**
Impact: • The recently released IDSR shows that the three-year average for the percentage of disadvantaged pupils who meet the expected standard in reading is significantly above the national figure. +1.3 progress over three years. • Combined (RWM) data at the expected standard also sits above the average national figure for the past 3 years for disadvantaged pupils. • Data at the end of 25/26 showed our attainment at the higher standard to be above the national figure for reading. SEJ 25% vs. national 19%.	
3	**When children arrive in Year 3, there is a significant gap between PP and non-PP in maths but this gap diminishes over their time at SEJ. By the time pupils leave at the end of Year 6, they perform above the national average for disadvantaged children in maths and this positive gap appears to increase each year. A strategic focus is needed on oracy, number sense and reasoning to address the gap that remains between PP and non-PP when they enter in Y3.**

Impact: • The recently released IDSR shows that the three-year average for the percentage of disadvantaged pupils who meet the expected standard in maths is significantly above the national figure. +3.1 progress over three years. • Combined (RWM) data at the expected standard also sits above the average national figure for the past 3 years for disadvantaged pupils. • Data at the end of 25/26 showed our attainment to be significantly above the national figure for maths. SEJ 79% vs. national 62%.	
4	**Many of our PP have social, emotional and mental health needs, often linked to safeguarding matters and vulnerabilities, that cannot be catered for effectively through our core PSHE curriculum. Regular additional support needs to be provided to nurture the wellbeing of such pupils to try and minimise the impact on outcomes and maximise academic achievement while supporting the whole child.**
Impact: • Targeted pastoral support has been able to be delivered through programmes such as Protective Behaviours. • Counselling and therapy sessions have been possible for pupils with specific needs that needed specialist provision including bereavement counselling. • Pupils have relationships with 'consistent' adults which provides them with trusted adults who they can disclose information to and seek emotional support from. • Relationships are stronger with parents/ carers; they are confident and comfortable to approach school to seek advice and support. • Dysregulated behaviour is minimised; pupils have developed a bank of strategies to use when their emotions are not regulated. • Where issues with uniform arose, including PE kit, pupils were provided with replacement items. • Attendance for disadvantaged pupils is good. 2025/26 saw an average attendance of 94.7%. Persistent absence was 20.8% for autumn term 2025/26 compared to the national figure for autumn 2025/26 of 30.5%. The IDSR shows that attendance is strong for DC. • Any financial barriers to Y6 pupils attending the residential trip were removed. All pupils were encouraged to attend, and parents/ carers knew from the outset that financial help was available. All pupils who wished to attend were funded by the PPG. • Any financial barriers to pupils attending the extra-curricular trips were removed as the PPG paid for pupils where the required contribution was not made.	

Externally provided programmes

Programme	Provider
PiXL Primary	PiXL
Number Sense Maths	Number Sense Maths Ltd.
Literacy Tree	Literacy Tree
Sounds-Write	Sounds Write Ltd.
Grammarsaurus spelling	Grammarsaurus Ltd.

Further information (optional)

The headteacher and deputy headteacher deliver assertive mentoring to all pupils in receipt of the PPG. This entails a minimum of a termly 1:1 meeting to discuss achievements; barriers to progress; aspirations; mindset; attendance and punctuality; and overall wellbeing. This is tracked on Insight Tracking. This system also supports the monitoring and in-depth analysis of attendance and punctuality of those in receipt of the PPG.