Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium and recovery 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

Detail	Data
School name	St Stephen's Junior School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	TY 35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteachers
Pupil premium lead	Laura Cutts/ Sarah Heaney
Governor / Trustee lead	Gina Donaldson Jane Troth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208201
Pupil premium funding carried forward from previous years	
Total budget for this academic year	£208201

Part A: Pupil premium strategy plan

Statement of intent

Our focus within the school for pupils who are pupil premium is based around the rhetoric ' "Vital for some valuable for all". The models and methods we use within the classroom support the learning of all our pupils and our underpinned by research. The consistency of approach and fidelity to schemes along with clear learning routines, transitions and expectations ensures that all of our pupils are supported but most significantly benefits our PP pupils. Our key principles of the strategy plan are based around Quality First teaching in the classroom and the impact of this on all pupils. As the EEF states:
The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Enhancing every teacher and TA's skill set and focusing on whole class strategies which support all pupils through the use of effective teaching models and curriculums, will ensure that pupil premium pupils have the best opportunities to succeed in their learning.

A rigorous approach to diagnosing and understanding pupil gaps in learning will further support and direct teaching to ensure that pupils gaps in learning are met. Ensuring a clear and focused understanding of pupil attainment and progress data will enable all teachers to target and teach individual and whole class gaps in knowledge through whole class teaching.

Pupils who need further support will be identified through the PPR process and focused targeted intervention will ensure that pupils are able to make rapid progress against specific objectives. Identifying pupil wellbeing needs through pupil voice and surveys along with training for all staff on ensuring a nurturing environment will ensure that pupils are able to feel emotionally able to take on the challenges of learning.

Our context

33.5% are PP
56% of SEND pupils are PP
67% of SEND PP pupils have an SEMH area of need,
48% of PP pupils are white British
74% of our pupils have an IDACI deprivation indicator from A-F
26% of our EAL pupils are PP

All of our pupils in the school have been Boxall profiled to ensure we are better able to understand and respond to their needs. Interventions are put in place within the classroom and as targeted provisions to address these areas of development.

Challenges

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

Challenge number	Detail of challenge
1)	• Maths: Attainment and progress targets from KS1 starting points/ National comparators for PP pupils are not met • Children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations and start KS2 with significant gaps in their foundational knowledge.
2)	• Reading: Attainment and progress targets from KS1 starting points/ National comparators for pupils eligible for pupil premium funding are not being met. • Children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention. Pupils start KS2 with significant gaps in their foundational knowledge.
3)	• Writing: Attainment and progress targets from KS1 starting points for pupils eligible for pupil premium funding are not being met. • Children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations and start KS2 with significant gaps in their foundational knowledge.
4)	• SEMH needs of pupil premium pupils specifically is having a negative impact on readiness to learn and positive experience within school. • 56% of our SEND pupils are PP • SEMH pupils do not have the tools for self-regulation which impacts on their behaviour and decisions – significantly higher instances of suspensions for PP pupils
5)	• PP attendance is below national comparators • PA for PP pupils is significantly below National average
6)	• PP Access to extracurricular and cultural enrichment opportunities for PP pupils.

Intended outcomes

Intended outcome	Success criteria
Improved attainment and progress in maths for disadvantaged pupils at the end of KS2.	• Assessments and observations indicate that pupils are closing the gap based on the previous year against their targets which are set from Ks1- National benchmarks (58% EXS) This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice. • Reduction in the overrepresentation of disadvantaged pupils in the group of pupils who are working below age related expectations for maths. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improve beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group.

	• Maths groups focused on ensuring pupils have a strong foundational knowledge evidence an increase in progress for these pupils and support pupils in filling gaps. • PP pupil achievement is sustained at near National levels for MTC check (average score 18.5)
Improved attainment and progress in reading for disadvantaged pupils at the end of KS2.	• Assessments and observations indicate improved outcomes at KS2 – target 60% EXS for PP. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improve beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group. • Reduction in the overrepresentation of disadvantaged pupils in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention. • Work that the school has done to support improvement in reading.
Improved attainment and progress in writing for disadvantaged pupils at the end of KS2.	• Assessments and observations indicate significantly improved outcomes against National targets for PP pupils at KS2. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group.
Improved emotional wellbeing and attitude towards school for more PP pupils, which has a positive impact on their learning experience.	• Improved attitude towards school shown through attitude to learning, work in the classroom and pupil voice within in school • Improved Boxall profile and evidence of progress within nurture groups and specific emotional interventions within school. • Increased opportunities for all pupils to be taught strategies within the classroom which support ability to self- regulate and promote positive mental health and relationships. • Specific Pupil voice evidences an improvement within attitude to school and impact on work and pupils are able to demonstrate a knowledge over how to regulate their emotions and wellbeing. • Evidence that all strategies and systems within the SEMH offer in the school are in place through observation and regular monitoring and evaluation. • Reduction in suspensions for PP pupils
Improved outcomes for SEND / PP pupils who are working below Key Stage	• Clear progress tracking measures for pupils who are working below Key stage. Evidence of improved engagement with learning through improved outcomes and behaviour for these pupils. • Clear evidence of pathways for pupil and support in place • Meadow provisions evidence improvement in progress for SEND /PP pupils along with other key measures such as Boxall/ Attendance etc.
Improved attendance for targeted group of pupils	• Effective process for meetings , follow ups and referrals to pupils who have low attendance • Clear menu of strategies to improve attendance • Attendance data improvement to meet national levels/ targets set

Pupil premium pupils enjoy a range of trips, clubs and experiences in the school.	• Clear evidence of what is offered to pupils in school. • Pupil voice around what they have enjoyed/ would like for the future. • Evidence of impact of the experiences within the school.

Activity in this academic year

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

Teaching and Whole class £82000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fortnightly Quality assurance of disadvantaged target pupils in each year group with AH/HOY focusing on Quality of teaching, outcomes and strategies to improve.	Quality first teaching and ongoing review of this to ensure inclusive practice in the classroom with a focus on ambitious outcomes for pupils supports improvement in pupil attainment. https://educationendowmentfoundation.org.uk/news/classroom-practice-key-to-inclusive-teaching https://educationendowmentfoundation.org.uk/using-pupil-premium/deliver-and-monitor-your-strategy	1,2,3
Engagement and adaption focus in every class to ensure culture of no opt out. CPD and associated monitoring and evaluation, with PP pupils as a specific focus. *Pupils are supported to improve the quality of their discussion through prompts and strategies.* *(as above)*	Pupil engagement for all pupils, along with scaffolds and strategies to improve pupil answers and thought process positively impacts learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching	1,2,3
Pupil progress reviews focused on disadvantaged pupils outcomes and are held by SLT and teachers *Use of Insight tracking to accurately understand the picture for cohorts/ classes.*	Regular reviews of pupil progress and understanding of gaps in knowledge will ensure responsive actions are taken to support pupil outcomes. https://educationendowmentfoundation.org.uk/using-pupil-premium/deliver-and-monitor-your-strategy https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973	1,2,3

Training teaching assistants in whole class support with a particular focus on achievement and improving PP pupil outcomes.	Pupils are supported with gaps in learning and to achieve with a range of strategies, which are removed over time to support independence. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Attendance at Maths Hub Embed phase by HOY 6 and HOY 3 to improve the quality of planning, teaching and assessment of Maths. A year 4 and 5 representative now also attends to further embed the teaching of maths throughout the school focusing on mastery of number . *Attendance at subject network meetings*	Utilise strategies in all maths lessons to support pupils in improving their knowledge of mathematical concepts Improving Mathematics in Key Stage Two and Three EEF Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary	1
Use of Smart grade./ Mathletics and associated assessment systems to further support identify and teaching specific gaps to pupils.	Diagnostic assessment | EEF Using systems to accurately identify gaps in knowledge and set work over time to remove gaps in learning will support pupils improvement in attainment.	1
Maths action plan, leadership time and attendance at network meetings and monitor and evaluation to support principles of maths teaching and improvement	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
Implementation of new reading curriculum which focuses on reading fluency and is taught daily across the school. *Continued subscription to AR and book corner development to enable pupils to use and enjoy high quality texts.* *Library open daily at break and lunch*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading is implemented through whole class, independent and shared reading models with a focus on oracy. Use of EEF comprehension strategies built into the curriculum. Ensuring pupils are able to access the appropriate level of text through use of AR will build reading fluency.	2
Consolidation of the "writing pallet" to support pupils in drafting and understanding the process of writing through using colour coded symbols in sentence construction.	New writing model better supports the teaching of sentence construction and teaching of writing composition strategies. Building fluency in spelling and handwriting will further improve pupil confidence within their writing	3

Regular year group moderation of work to ensure outcomes are comparable. *Introduction of Spelling shed across the school.* *Consolidation of handwriting model "Letter join in the school"*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost £79k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing and delivering programmes to support targeted intervention for reading *Implementation of FFT reading for pupils who are not able to access AR* *Fast phonics / Reading eggs*	Diagnostic assessment | EEF Pupils who are cannot access existing assessments in school can be identified and targeted for rapid improvement. Progress can be tracked more effectively.	2
Implementation of Number Sense for target year groups of pupils with a focus on multiplication facts and knowledge.	https://www.ncetm.org.uk/features/the-five-big-ideas-at-primary-fluency/ https://educationendowmentfoundation.org.uk/news/practice-makes-perfect-doesnt-it	1
RWI programme – Training and delivery of programme across 8 groups by teachers/ teaching assistants. *Fresh start programme for years 5 & 6* *Monitoring and evaluation of effectiveness of implementation of programme.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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:	2
Targeted intervention groups run by Assistant Head/ Qualified teacher with a specific focus on supporting PP pupils to achieve EXS.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,2

One to one or small group Tuition and coaching support for reading, writing and Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted amount £119k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance consultant and attendance plan to support improvement of attendance for PP pupils to with 0.5% of national comparators	https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-attendance-and-exclusions working together to improve school attendance.	1,2,3,4,5
Pastoral menu of trained practioners delivering intervention to high number of PP pupils (50% are PP) *Elsa* *Drawing and Talking* *Mental health and trauma support* *Nurture practioners* *Private counselling support* *Support throughout the day to focus on getting pupils back into their learning.*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Patsoral interventions and Key adults are fundamental in supporting pupils to access their leanring and feel safe in school. Reduction in suspensions and time out of lesson has evidenced the positive impact this approach has made.	4,5
Behaviour lead/ DSL to ensure all behaviour incidents are dealt with inline with behaviour policy with associated preventative actions and restorative approach. *Consistent training and approach for all staff (Team teach, Behaviour focus and incentives run by SLT)*	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1705453394	4
Boxall profiling of all pupils in the school to support intervention and whole class approach .	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Enrichment curriculum and opportunities specifically designed to support PP pupils : Funded places at extra curricular clubs, Visitors and experiences to support cultural capital and aspiration *Community days and experiences* *Afterschool clubs and opportunities with priority places for PP pupils*	**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time**	6

Forest school sessions	Running a full range of clubs, and prioritising pupil premium attendees ensures all our pupils can access these clubs. Pupil premium representation in clubs is higher that their % in school.	
Building cultural understanding of diversity, belonging and community within the school Regular focus on belonging and "No outsiders" to teach all pupils about diversity, inclusion and understanding others. Diversity curriculum map which evidences range of texts pupils are exposed to. Brought in workshops (Show racism the red card)	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils Pupils are supported to respect and understand difference fostering a culture of belonging.	4,5,6

Total costs - £280,000

Part B: Review of outcomes in the previous academic year 2026- 2027

Pupil premium strategy outcomes 2025-2026

	Performance Data – July 2025				Performance Data – July 2026			
	National Average 2025		St Stephens Junior School 2025		National Average 2026		St Stephens Junior School 2026	
	% EXS	% GDS	% EXS	% GDS	% EXS	% GDS	% EXS	% GDS
KS2 Reading ALL	**74**	**28**	**61**	**28**	**76**	**33**	**70**	**30**
KS2 Reading PP	**63**	**21**	**40**	**8**	**63**	**21**	**47**	**tbc**
KS2 Writing ALL	**72**	**12**	**63**	**7**	**74**	**13**	**75**	**16**
KS2 Writing PP	**59**	**6**	**34**	**4**	**60**	**6**	**53**	**tbc**
KS2 Maths ALL	**73**	**23**	**54**	**25**	**75**	**26**	**65**	**29**
KS2 Maths PP	**61**	**15**	**8**	**4**	**62**	**15**	**45**	**10**
KS2 RWM ALL	**62**	**8**	**44**	**7**	**64**	**9**	**55**	**9**
KS2 RWM PP	**47**	**4**	**8**	**0**	**49**	**4**	**32**	**tbc**

Challenge	Intended outcome	Measures of success
• Maths: Attainment and targets against National comparators are not being met.	Improvement in Maths attainment for PP pupils	• Maths PP data has improved by 33%, however is still significantly away from national • The gap between PP and All pupil performance increased last academic year on the basis of improvement for Non PP pupils of 11% on the previous year • PP pupils working at GDS increase on LY • MTC check showed improved progress with PP pupils achieving an average score of 18.5, close to national comparators
• Reading: Attainment and targets against National comparators are not being met.	Improvement in reading attainment for PP pupils High quality teaching of Reading curriculum	• Reading PP data has improved by 7% against LY, closing the gap between national PP attainment and school attainment. All pupil achievement also improved in the school, further widening the gap in PP and All pupil performance • New reading curriculum implemented with focus on fluency (Christophed Such model).
• Writing attainment is significantly below national comparators .	Improvement in Writing attainment for PP pupils	• Writing data for PP pupils has improved by 19% against LY, and the gap closed between All pupils and PP pupils by 11% compared to LY.
• SEMH needs of pupil premium pupils specifically is having a negative impact on readiness to learn and positive experience within school.	• Improvement of PP pupils readiness to learn • Increased options to support pupils in and outside the classroom	• Monitoring and evaluation evidence a reduction in pupils leaving lessons and not being able to engage fully in their learning. There has been a significant reduction in suspensions across the academic year evidencing improvement in SEMH and readiness to learn. • 50% of pastoral interventions are attended by PP pupils and have supported their access to

• 56% of our SEND pupils are PP • SEMH pupils do not have the tools for self-regulation which impacts on their behaviour and decisions – significantly higher instances of suspensions for PP pupils	with emotional regulation. • Improvement in suspension data	learning. Significant amount of pastoral interventions run on the basis of need • Pupils who have SEND SEMH overlay/PP supported to access different educational pathways. • Nurture accreditation with school • All classrooms SEMH friendly with individual toolkit. • Team teach training to support deescalation by all staff.
• Attendance – PP is the lowest group of attendance in the school and this is impacting on the learning of these pupils.	Improvement in attendance for PP groups and associated groups (SEND PP)	• Attendance improved LY against the previous year for PP TY 89.1 LY 88.3%. Whist this is below national it shows ongoing improvement, Targets have been set for this academic year, and plans are in place with a target to achieve attendance with 0.5% of National
• Access to cultural experiences and trips to raise aspirations.		• Reading curriculum evidences significant variety of culturally rich texts and topics. • All pupils visit the theatre for the pantomime on a yearly basis • Local trips ensure pupils visit key buildings of significance. (Cathedral/ St Augustine's Abbey) • Huge variety of clubs in school, where there is an overrepresentation of PP pupils. • Visitors and workshops within school – animals/ WW2 • Attendance at Maths Aim high workshop for PP pupils • No outsiders curriculum to support belonging/ equality and equity. • Attendance at Young Voice • Community TLC days support pupils understanding the local community. • Roles within school reflect the diverse community within the school. (wellbeing ambassadors, school council)