

Pupil premium strategy statement

School overview

| Detail | Data |
|---|--|
| School name | Shaftesbury Junior |
| Number of pupils in school | 243 |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | FGB |
| Pupil premium lead | Helen Cartwright |
| Governor / Trustee lead | Chirag Parmar |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £134,835 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £134,835 |

Part A: Pupil premium strategy plan

Statement of intent

At Shaftesbury Junior School we believe in the concept of lifelong learning and the idea that both children and adults learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and attain well when compared to their starting point. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this.

Consideration is also given to the challenges faced by other vulnerable pupils, such as those who have a social worker, young carers and those who are new to the country (and English).

All teachers consider our disadvantaged pupils and focus on the areas in which these pupils require the most support. When considering what we wanted within our curriculum at Shaftesbury, we started with what we want our learners to leave us with. Words like confident, independent, open-minded, questioning, critical thinking, empathetic, appreciative and good communicator all came up time and again in our discussions. Having looked at research, we believe that Philosophy for Children (P4C) offers this and more.

We use P4C to promote independent thinking, critical questioning and a deep-seated curiosity in the world. We want our children to leave us with the skills and knowledge to successfully navigate their way through the 21st century confidently. In this world of social media and fake news, it is essential that our children are able to question, check, reason and make themselves heard. This is particularly important for our disadvantaged pupils who sometimes have more limited opportunities or experiences in these areas. Below we have set out our strategy of how we intend to mitigate these barriers for those pupils at Shaftesbury.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <u>Reading</u> Reading is central to all learning and some of our disadvantaged pupils do not have access to good quality texts at home or opportunities to read at length or to an adult. |
| 2 | <u>Vocabulary</u> For some of our pupils, there is limited exposure to higher order vocabulary and grammar for various reasons, including families who have English as an additional language (EAL). 57% of PPG pupils are EAL. (Aut 25) |
| 3 | <u>Low attainment on entry</u> Pupils have a lower-than average starting point on entry and this includes fewer higher attaining pupils. |
| 4 | <u>Limited life experiences</u> Many of our children have limited life experiences. Life experiences include reading, visits, events, sport or musical / creative activities and other opportunities that can be described as 'cultural capital'. |
| 5 | <u>Health</u> Poor diet, lack of exercise and tooth decay, alongside lower life expectancy, have all been identified as challenges in the local area. Mental health and well-being has also been identified as a challenge for some of our families. |

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 |
|--|---|
| Pupil premium pupils do as well, if not better, than non-pupil premium pupils in end of year reading assessments | At least 80% of PPG pupils achieving the expected standard in reading |
| Improved use of vocabulary for disadvantaged pupils | At least 80% of PPG pupils achieving the expected standard in reading and writing |
| Improved attainment in Reading, Writing and Maths for disadvantaged pupils | KS2 outcomes for PPG pupils to increase percentage of pupils achieving ARE/GDS from KS1 |
| Increased enrichment opportunities to enhance the broad and balanced curriculum, including VR headsets | All pupils have at least 4 events or visits each year Maximised experiences using the VR headsets Increased activities talked about during pupil interviews Increased number of PPG pupils to attend clubs |
| Improved awareness of healthy lifestyle choices and impact on physical and mental health | Mental health champion in place Increased access and range of after school clubs |

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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD in Phonics: To secure strong phonics teaching for all pupils.</p> <p>DfE validated Systematic Synthetic Phonics programme</p> | <p>DFE – Phonics provides pupils with the building blocks they need to read fluently and confidently, as well as aiding future learning and giving them the tools they need to express themselves.</p> <p>Reading framework July 2021 - Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,3 |
| <p>Continued development of Philosophy for Children (P4C) across the school, to support self-regulation, thinking and communication skills.</p> | <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>About P4C (sapere.org.uk)</p> | 1,2,3 |
| <p>Pre-teach – small group activity to teach the key vocabulary / skills needed before the activity.</p> | <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | 2,3 |
| <p>Writing conferencing to address and improve writing skills</p> | <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and</p> | 1,2,3 |

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| and create a positive attitude to writing and learning. | self-regulation strategies: it provides specific information on how to improve. Feedback EEF (educationendowmentfoundation.org.uk) | |
| CPD for Language development targeting aspects through P4C, oracy, whole class shared reading, small group guided reading. | The following approaches that have been shown to be effective include: Subject specific feedback relating to topic vocabulary, modelling inference through specific questions Oral language interventions EEF (educationendowmentfoundation.org.uk) | 2,3 |
| Effective CPD for building foundational skills in writing and Guided and Shared Reading. | Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school Oct'24 The writing framework - GOV.UK Jul'25 | 1,2,3 |
| HQT with CPD focusing on the NCETM Mastery approach with focus on the 5 core principles and fluency. | The focus is on improving the quality of teaching and the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Supporting Research, Evidence and Argument NCETM | 1,2,3 |

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

Budgeted cost: £83,184.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Ensure all staff receive training and on-going support to deliver HQT - Staff training is tailored to school development priorities and consists of whole staff, Key Stage and individual bespoke CPD</p> | <p>EEF effective Professional Development - promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p> <p>Evidence from NFER research and DFE shows that outcomes for children are impacted by having a responsive leadership team with high aspirations based on attainment expectations.</p> | <p>1,2,3</p> |
| <p>Additional phonics – targeted for 1-1 / small group of pupils</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2</p> |
| <p>Teaching Assistants to carry out interventions specific to needs of targeted individuals</p> | <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact,</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,</p> |
| <p>EAL leads in each phase to support the language development, reading and problem solving in group or individual sessions</p> | <p>A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL) (d2tic4wvo1iusb.cloudfront.net)</p> <p>The Bell Foundation - Changing lives and overcoming exclusion through language education (bell-foundation.org.uk)</p> | <p>2,3</p> |
| <p>GDS/HPA Maths Mathletics at De Montfort University to broaden life experiences</p> | <p>Education Endowment Foundation EEF</p> | <p>4</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £28,350.92

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Parents coffee mornings | <p>EEF state the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 4,5 |
| Lego Therapy and interventions to develop SEL | <p>Research shows social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | 5 |
| After school provision | <p>Physical activity has important benefits in terms of health, wellbeing and physical development</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> | 4,5 |
| School visits | <p>Ensuring the Curriculum is broad and balanced and increase the cultural capital of all children</p> <p>Developing cultural capital in your primary school Cornerstones Education</p> | 4,5 |
| Breakfast club | <p>Providing a healthy breakfast for children</p> | 5 |
| <p>Provide individualised pastoral interventions to support children and their families in need including attendance, behaviour and social and emotional support.</p> <p>Small group work with Pastoral Team with a focus on well-being</p> | <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning including programmes for families in crisis to support wellbeing, mental health and inclusion</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>This is supported by the 'Improving Social and Emotional Learning in Primary Schools' guidance from the EEF: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> | 2,3,4,5 |
| <p>Improve well-being and readiness to learn for the most disadvantaged and vulnerable pupils, promoting the school's Character Values</p> | <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective</p> <p>EEF Teaching and Learning Toolkit – metacognition and self-regulation</p> <p>DFE research - The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes</p> | 5 |

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| | <i>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2.</i> | |
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