Pupil premium strategy statement – Stourfield 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	450
Proportion (%) of pupil premium eligible pupils	78 pupils (17.3%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	AY25-26 AY26-27 AY27-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Rawson
Pupil premium lead	Marcus Tubb
Governor / Trustee lead	Katherine Gillon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
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*	£109,080

Part A: Pupil premium strategy plan

Statement of intent

At Stourfield Junior School, and as a Trust, we are committed to raising the attainment for pupils who are eligible for pupil premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this.

"Trying to implement a small number of priorities well is much more promising than a 'laundry list' approach" EEF 2019

The focus of our pupil premium strategy is research led using the EFF recommendations and guidance 'The Pupil Premium – focusing on what matters'.

What matters at Stourfield Junior School:

- Improving quality first teaching across the school to increase the attainment of children in receipt of the pupil premium, through a combination of high expectations and informed action.
- Targeting support and interventions to challenge and diminish the disadvantage gap.
- Improving pupil well-being and increasing the wider opportunities available to our disadvantaged children by building cultural capital, opportunity and experience.

Our strategy is also integral to our wider MAT excellence strategy working towards world-class outcomes for all of our children. The children and their needs are placed at the centre of all that we do and we work towards excellence through forensic data analysis and consistent implementation of strategies to support, leading to the narrowing of gaps year on year.

In order to plan how we spend the Pupil Premium Grant, we have analysed the impact of Pupil Premium funding from AY2425 to identify strengths and areas for development. We have drawn on research evidence (analysed for efficacy by the Education Endowment Foundation), and evidence from experience to allocate the funding to activities that are most likely to have an impact on improving progress and achievement for the children at our school.

All schools within Twynham Learning have an uncompromising ambition for every pupil to achieve their full potential. We are determined that every pupil in our care who is disadvantaged, is encouraged, and supported to achieve their academic potential and will leave school with a positive relationship with education. We recognise that improving educational outcomes for disadvantaged pupils is complex because poverty is so multifaceted. Our Trust Equity strategy ensures all schools are united in their approach to supporting and championing our pupils who are disadvantaged and is part of the broader Twynham Learning excellence plan.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** Attainment gaps comparatively between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics. External and internal data shows that attainment is below that of non-disadvantaged pupils.
2	**Wellbeing/SEMH** Increased need for Pastoral Support for SEMH (Social, Emotional and Mental Health). Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These impact on attendance and learning.
3	**Enrichment** Access to extra-curriculum activities. Lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils.
4	**Attendance** Attendance and punctuality. Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. A large percentage of our PA pupils are PP. Our assessments and observations along with national studies indicate that absenteeism negatively impacts on disadvantaged pupils' 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
Boost attainment in reading, writing, and maths for pupils eligible for Pupil Premium, ensuring they thrive academically.	By the end of KS2, disadvantaged pupils perform in line with national averages, with internal data showing accelerated progress and a narrowing gap of no more than 15% between PP and non-PP pupils at SJS.
Deliver consistently high-quality teaching that challenges and extends more-able PP pupils.	Increased proportion of over 10% of PP pupils achieving greater depth in combined core subjects at KS2, reflecting high expectations and effective adaptations.

Foster a supportive environment where all pupils, especially those facing disadvantage, feel emotionally secure, included and ready to learn.	Pupils engage with tailored pastoral programmes, leading to improved classroom participation, reduced need for ongoing support, and stronger emotional resilience. Indicators include improved attendance with a gap of no more than 3% between PP and Non-PP, active engagement in lessons, and positive pupil voice feedback.
Ensure all pupils, regardless of background, can participate in enriching experiences beyond the classroom.	Disadvantaged pupils are supported to attend sports events, clubs and music lessons. Success is measured through increased participation of over 75% and feedback from pupils and families. We will also support families with costs of trips and residentials to ensure maximum participation.

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: £28,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop and embed teachers' use of our six selected Walkthrus to ensure consistent routines and improved QFT.	www.walkthrus.co.uk A professional development programme built using WalkThrus is supported by: • evidence from cognitive science which provides a clear model for learning • evidence from the study of effective professional development	1, 4
Peer-to-peer coaching programme rolled out to improve QFT.	EEF research states that: Supporting high-quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap… effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1, 4

Embed feedback policy with year leaders and provide CPD on effective feedback strategies.	EEF research on feedback suggests that there can be an impact on +6 months. This feedback will focus on "moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies."	1, 4
Embed whole-school guidance on the teaching of Times Tables.	Our approach is based on an NCETM research project involving over 100 schools. It focuses on developing rapid recall alongside conceptual understanding. It is designed for use in Years 2-4. However, children who have not mastered their times tables by the end of Year 4 will require intervention. Teachers in Year 5 and 6 should assess the child's knowledge and start at an appropriate stage.	1, 4
Year Leaders to mentor their team members through a series of observations, feedback and professional conversations.	EEF Effective Professional Development report gives guidance on how to embed new practice.	1, 4
Leaders monitoring learning and teaching across the school and using outcomes to inform bespoke CPD.	EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this.	1, 4
Use of TT Rockstars and Spelling Shed for practice.	EEF's Using digital technology to improve learning states that "There is particularly strong evidence related to using technology for practice in mathematics, but there is also evidence related to other subject areas, including English".	1, 4
SENCo to run regular training for the TAs to strengthen their understanding of children's needs and strategies that can be used to support them in class.	Due to increasing levels of specific and identified need from children receiving the pupil premium in the classroom, it is important that all staff have up to date working knowledge of strategies that can be used to support children with specific needs. EEF Research and recommendations improving outcomes for SEND in the classroom	1, 4
Pupil progress meetings	Termly meetings will be held in order to better understand the child as a whole, including their challenges to learning. We discuss understand pupils' strengths, weaknesses and progress, and addressing these through feedback. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2, 4
Resourcing of Maths No Problem! teaching resources	NCETM guidance: The use of well-designed and tested textbooks can be important for the successful implementation of teaching for mastery. A good textbook is an aid both for the teacher in planning lessons, and for the pupil during lessons and working on their own. An expert panel established by the DfE assessed textbooks submitted by publishers. Textbooks | NCETM assessment-criteria-final-09012017.pdf (ncetm.org.uk)	1, 4

The need for forensic cohort-level tracking *and early intervention for year groups after pupil progress meetings.*	Pupil-Premium-2023.pdf Enables schools to diagnose pupils' needs using internal data, triangulate attendance/behaviour/assessments, and to monitor and evaluate interventions over time.	1,4
Famous Writer and Author Visits – provides CPD and inspiration for the children. Builds profile of writing across the school.	Effective Professional Development | EEF highlights principles for high-quality CPD. Bringing in external experts (e.g. writers) aligns well with evidence-based PD: it strengthens teacher content knowledge, provides sustained / collaborative engagement, and embeds change in practice.	1,3

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

Budgeted cost: £52,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group support (interventions) across Years 3-6 Phonics, Maths (including Times Tables)	Targeted pupils to participate in small group sessions using detailed and precise QLA to ensure precision teaching. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Graduated response to enable SENCo to assess the learning needs of PP children who are off track or making slower than expected progress.	Giving the child a personalised approach to learning and targets that specifically address their learning needs is known to have a positive impact on the progress of the child. Individualised instruction | EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Precisely targeted small group tutoring after school	Small group Teacher Tuition sessions after school for PP children and disadvantaged children in Year 6 led by teachers. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2
Speech and Language Support. Children will receive 1:1 Speech and Language support.	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. EEF Oral Language Interventions	1, 2, 4
To support GDS writers, writing competitions across the school. Cross year group writing.	**Spotlight on our regional partnerships: How we're transforming… | EEF** EEF regional partnerships have used cross-phase and cross-year projects successfully; we will adopt similar cross-year moderation, mentor-pairing and shared competitions to accelerate progress for our GDS writers.	1

Creating PP Champions and introducing paired activities Year 3 – 5 Year 4 – 6. Adult Champion – having 1 child to pick up and support as the year goes on.	Mentoring | EEF Can have a small impact (+2 months progress). Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling	1,2,4

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

Budgeted cost: £28,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral provision through interventions focused on: Self-awareness; Self-regulation; Social awareness; Relationship skills; and Responsible decision making Re-introduction of Full Circle Monitor SEMH re-entry rates	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning. EEF SEL Interventions Impact	2, 4
Attendance focus for pupils in receipt of pupil premium through; SLT and Pupil Welfare Manager to meet regularly to monitor immediate attendance concerns PWM works with families to improve attendance. PWM to meet with education social worker and families to monitor attendance when required.	Early intervention to increase attendance, make strong links with parents and meet the needs of the whole child supports higher academic attainment and better mental health for the pupil. EEF Attendance Strategies	2, 4
Designated teacher to monitor PP access to extra-curricular activities and target	Physical activity has important benefits in terms of health, wellbeing and physical development.	3

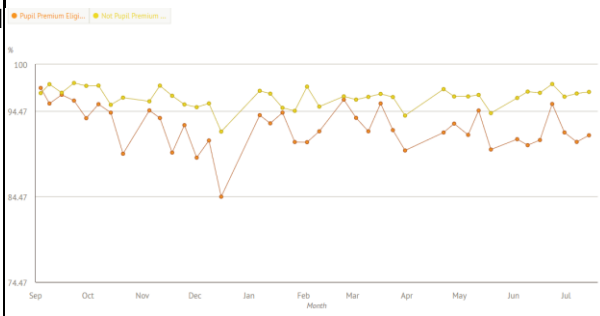
individuals to ensure a greater take-up amongst PP children.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity | EEF (educationendowmentfoundation.org.uk) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation | EEF (educationendowmentfoundation.org.uk)	
Support for uniform, trips and extracurricular activities to enable all pupils in receipt of pupil premium to access the full curriculum.	Ensuring that the children have a positive experience in and outside of school. Social Mobility Commission Findings and Recomendations	3
Parental Engagement *Potential for parent workshops and information mornings linked to attendance, reading and writing.* Open book look mornings and after schools - more opportunities to get parents into school.	Parental engagement | EEF Parental engagement (i.e. involving parents in their children's academic learning) has a moderate impact on attainment, for very low cost. EEF estimates an average gain of +4 months progress.	1,2,4
Laptop loan scheme: Ensure *home access and engagement* are audited and supported.	Using Digital Technology to Improve Learning | EEF New report looks at pupil engagement in remote learning during the Covid-19 pandemic - NFER To provide children with opportunities in Years 3 and 4 to engage in TTRS and SpellingShed outside of school.	1,3.
Bike loan scheme – support attendance	Schools identify low literacy skills and poor attendance as the… | EEF EEF found that 78% of schools cited attendance as a key barrier for disadvantaged pupils. Transport interventions can support attendance, by reducing a non-academic barrier.	1,4
Continued effort to work with local opportunities to increase wider – curriculum offer. Pupil Voice to find out aspirations.	We will use pupil voice surveys to explore what enrichment opportunities disadvantaged pupils want / aspire to, because EEF's strategy guidance recommends involving pupils in diagnosing their own needs.	1,2,3,4

Total budgeted cost: £109,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes – AY24-25
Improved core subject attainment for disadvantaged pupils.	At the end of KS2, disadvantaged pupils achieve in line with all their peers nationally in the core subjects. The gap should be closing between PP eligible and non-PP eligible SJS pupils. Internal data shows that disadvantaged pupils (3-5) have made accelerated progress.	**KS2 Attainment – RWM Combined (External Data):** • In 2023–24, the attainment gap between PP and non-PP pupils in Reading, Writing, and Maths (RWM) combined reduced significantly to **11%**, compared to **33%** in 2022–23. • However, in 2024–25, the gap widened slightly to **22.8%.** **Subject Breakdown:** • **Reading:** Gap reduced to **5%** in 2023–24 (from 15.2%), but rose to **17.4%** in 2024–25. • **Writing:** Gap narrowed to **3%** in 2023–24 (from 25.6%), but increased to **18.9%** in 2024–25. • **Maths:** Gap dropped to **5%** in 2023–24 (from 27.9%), then rose to **19.3%** in 2024–25. **Multiplication Tables Check (MTC):** • **40%** of PP pupils achieved at least 20/25 correct answers, compared to **77.7%** of non-PP pupils. **Internal Progress Data:** **Expected+ Progress (PP vs Non-PP):** • **Reading:** Gap of **1.2%** • **Writing:** Gap of **3.9%** • **Maths:** Gap of **5.3%** **Accelerated Progress (PP vs Non-PP):** • **Reading:** Gap of **4.1%** • **Writing:** Gap of **1.1%** • **Maths:** Gap of **0.6%** **RWM Combined – Internal Data (End of Summer Term):** • **PP pupils achieving EXS+: 39.6%** • **Non-PP pupils achieving EXS+: 72.2%** • **Gap: 32.6%**, down from **37%** in Autumn. **Year Group Gap Breakdown:** • **Year 3:** 40% • **Year 4:** 34.1% • **Year 5:** 38%

		• **Year 6:** 20.2%
Targeted Quality First Teaching (QFT) for more-able Pupil Premium pupils.	Higher proportion of higher-attaining PP pupils achieving greater depth at KS2.	**Greater Depth Standard (GDS):** • Only **2 PP pupils** achieved GDS combined. • The gap between PP and non-PP pupils at GDS stands at **15.6%.**
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children will access pastoral support within their year group and will successfully work through a tailored programme matched to specific need, resulting in them being able to access learning in the classroom and no longer need pastoral support. We will have: Improved rates of attendance. High level of engagement during QFT. Pupil voice.	Engagement through QFT has been good and noted during observations and learning walks conducted by SLT.  General trend of attendance shows Non-PP students consistently have higher attendance than PP students throughout the year. PP students' attendance fluctuates across the year.
Improved opportunities for pupils in receipt of premium funding to access extra-curricular activities.	Disadvantaged pupils will be provided with financial support to attend trips, residential visits, sporting events and access additional peripatetic music lessons. This will be measured through engagement and participation.	31% of PP children attended either an internal or external club at some point in the year as well as 53% of PP children attending a sporting event. 7% of PP children had an additional offer beyond the curriculum as well. Through the premium, we supported families with a cost of £10,330 to increase participation.

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
Speech Link	Junior Language Link
Nessy	Nessy Learning
Maths No Problem!	Maths No Problem!
Little Wandle phonics	Little Wandle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.