



Polehampton Church of England Schools' Pupil Premium Strategy statement: Polehampton Juniors.

Introduction

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 234 |
| Proportion (%) of pupil premium eligible pupils | 5.1% (12) 11 PPG (4.7%) 1 PCLA/CLA (0.4%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 1 | 2025 – 2028 (reviewed Nov.25) |
| Date this statement was published | Autumn 2025 |
| Date on which it will be reviewed | July 2026 July 2027 July 2028 |
| Statement authorised by | Phil Sherwood– Executive Head Liz Castell & Helen Medcalf – Head of Schools |
| Pupil Premium lead | Krista Pierro |
| Governor / Trustee lead | Sarah Tang |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £20,720 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | Funding received £20,720 <ul style="list-style-type: none"> FSM x 14 (£1480 x 14 = 20,720) Actual spend for eligible pupils post October census £21,445 <ul style="list-style-type: none"> FSM x 12 (£1515 x 12 = 18,180) |



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| | <ul style="list-style-type: none">• PCLA x 1 (£2,630 x 1 = 2,630) |
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Part A: Statement of intent: Pupil Premium Strategy Statement – Polehampton C of E Schools

Our Intent

At Polehampton C of E Schools, our ambition is that every child makes strong progress and achieves aspirational outcomes, regardless of any potential barriers to learning. We are committed to ensuring that all pupils develop the academic, social, and emotional skills necessary to thrive—both in school and in later life.

We believe that promoting emotional wellbeing and resilience provides a foundation for learning success. Therefore, our approach seeks to nurture confident, reflective, and independent learners who can engage positively with the world around them.

Our Approach

We recognise that high-quality, inclusive teaching is the most effective means of narrowing attainment gaps. As such, our Pupil Premium strategy prioritises **Quality First Teaching** and evidence-informed practices that benefit all pupils—particularly those who are disadvantaged.

In directing Pupil Premium funding, we also consider the needs of other vulnerable learners, including children with social workers, young carers, and those experiencing emotional or social challenges. Our provision aims to strengthen both academic outcomes and emotional wellbeing across these groups.

Our decisions are guided by robust evidence, including the **Education Endowment Foundation (EEF) Teaching and Learning Toolkit**, to ensure our strategies represent the best use of resources and deliver measurable impact.

Key Principles

Our Pupil Premium funding is strategically targeted towards the following priorities:

- **Promoting mental health and wellbeing:** Equip children with healthy coping strategies and emotional regulation skills to enhance their readiness to learn.
- **Raising attainment in core subjects:** Accelerate progress in reading, writing, and mathematics for identified pupils through targeted, evidence-based interventions.
- **Meeting individual learning needs:** Provide tailored support for pupils with identified needs, particularly in **Speech, Language and Communication**, to ensure access to a rich and ambitious curriculum.
- **Improving attendance and punctuality:** Strengthen engagement with families to promote regular attendance and reduce persistent absence.

Our Long-Term Vision

Polehampton C of E Schools are currently engaged in a **four-year journey to become a Therapeutic Thinking School**. This initiative, part-funded through Pupil Premium, focuses on developing staff expertise in supporting pupils' emotional regulation, mental health, and behaviour—especially for those affected by adverse childhood experiences (ACEs). This therapeutic approach aligns with EEF research (e.g., +4 months progress) showing that emotionally literate and well-supported pupils are better positioned to succeed academically and socially.

Through these commitments, Polehampton C of E Schools will continue to foster a nurturing, ambitious, and inclusive environment where all pupils can 'let their light shine'.



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Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium and targeted pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Writing and Vocabulary</p> <p>Assessments and teacher feedback show that a higher percentage of our PPG children are demonstrating below age expectation literacy levels than our not PPG children. This percentage is more significant in writing than reading.</p> |
| 2 | <p>Reading, Oracy and Parental Engagement</p> <p>Internal and external assessments indicate that the reading attainment of some of our disadvantaged pupils is significantly below that of non-disadvantaged pupils. Some of these pupils demonstrated poor reading, comprehension and writing/vocabulary skills. In some cases, pupils received less parental input at home to support in this area.</p> |
| 3 | <p>Engagement in school</p> <p>Although attendance is steady and above PA for the majority of PPG pupils, some pupils struggle to engage with learning once in the building.</p> |
| 4 | <p>Mental Health and Wellbeing</p> <p>Parental feedback (monitored through school recording system) suggests a high percentage of our PPG children have experienced Adverse Childhood Experiences (ACEs). Experiences of ACEs is linked to lower attainment and greater risk of experiencing mental health difficulties.</p> |
| 5 | <p>Additional Needs</p> <p>Our assessments, observations and evidence indicate that 90% of our PPG pupils who also have an additional need which impacts their learning. These pupils require specific adaptations and support.</p> <p>A small number of these pupils present with complex needs. These difficulties impact daily life in school in areas such as social and emotional wellbeing, learning and attainment.</p> |

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 |
|---|---|
| <p>Enable greater progress in writing for our targeted children.</p> | <p>➤ All PP children will have met or surpassed their personal end of year writing target.</p> <p>Support strategies:</p> <ul style="list-style-type: none"> ○ Targeted Handwriting interventions (LetterJoin) ○ TA Small group support in writing lessons ○ Precision Teaching ○ Whole School, highly structured writing programme (Jane Constatine – The Write Stuff). Specific resources downloaded to support PP children. ○ Nessy intervention ○ Small spelling and phonics groups |



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| | <ul style="list-style-type: none"> ○ Quality assure targets during pupil progress meetings. <p>How will we measure?</p> <ol style="list-style-type: none"> 1. End of year attainment data 2. Termly Pupil Progress meetings 3. Teacher feedback |
| <p>Enable greater progress in reading for our targeted children.</p> | <ul style="list-style-type: none"> ➤ All PP children will have met or surpassed their personal end of year reading target. <ul style="list-style-type: none"> ○ TA Small group support in comprehension lessons ○ Precision Teaching ○ Regular readers ○ Nessy intervention ○ Small phonics groups ○ Quality assure targets during pupil progress meetings. ○ ABC 2 Read support <p>How will we measure?</p> <ol style="list-style-type: none"> 1. End of year attainment data 2. Termly Pupil Progress meetings 3. Teacher feedback |
| <p>Promote healthy coping strategies to support our targeted children's mental health and wellbeing.</p> | <ul style="list-style-type: none"> ➤ All PP children will have access to a therapeutic intervention or group to promote positive wellbeing. <p>Support strategies:</p> <ul style="list-style-type: none"> ○ Nature group (EEF +3) ○ Targeted therapeutic support for specific pupils (Create Hope Play Therapy) ○ Access to one sport, music or craft club per term. <p>How will we measure?</p> <ul style="list-style-type: none"> ○ Intervention attendance data (tracking grid and teacher records). ○ Club records (tracking grid) <ul style="list-style-type: none"> ➤ All children will be exposed to a whole school approach to mental health, wellbeing and behaviour to promotes healthy coping strategies. <ul style="list-style-type: none"> ○ On-going engagement from SLT with 'Therapeutic Thinking' networks. ○ Refresher training for staff regarding 'Therapeutic Thinking' ○ Access to staff training around mental health and wellbeing. <p>How will we measure?</p> <ol style="list-style-type: none"> 1. Exclusion data 2. Teacher records regarding behaviour and mental health on internal recording systems 3. Staff CPD records |
| <p>Provide strong QTF and bespoke</p> | <ul style="list-style-type: none"> ➤ All children will be provided with strong, Quality First Teaching strategies within the classroom. Children with additional needs will be supported through targeted and/or individualised provision. <p>Support strategies:</p> |



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| support for pupils with additional needs. | <ul style="list-style-type: none">○ Teaching assistants to provide targeted and individualised interventions, directed by class teachers and/or school SENCo.○ Speech and Language Therapist to be delivered by a trained HLTA, across the school.○ Nesy intervention (targeted).○ 'Nature Club' provided on a 1:1 and small group basis.○ Learning walks to oversee SEND provision.○ Individualised Provision Plans for specific pupils. <p>How will we measure?</p> <ol style="list-style-type: none">1. Tracking statements rather than levels for progress data.2. Intervention data.3. Teacher and family feedback regarding social, emotional and mental health needs.4. Attendance data. |
| Enable the development of oracy skills for our targeted children. | <p>➤ All children will be provided with varied opportunities to develop oracy skills through a whole school approach to oracy, with additional individualised support.</p> <p>Support strategies:</p> <ul style="list-style-type: none">○ Teacher CPD (delivered through TKAT) on the development of oracy, with a focus on pupil premium children.○ Speech and Language Therapy to be delivered by a trained HLTA, across the school.○ 'Nature Club' provided on a 1:1 and small group basis with oracy skills included in its planned outcomes.○ Learning walks to oversee oracy skills being enhanced throughout the curriculum.○ Individualised Provision Plans for specific pupils.○ Opportunities for Pupil Premium children to engage in whole school, trust and class events that encourage oracy development. <p>How will we measure?</p> <ol style="list-style-type: none">1. Teacher observations and feedback.2. Teacher assessment data.3. Intervention data. |



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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: £6,852

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional Leadership capacity to improve the outcomes for Pupil Premium pupils' teaching and learning. (£7352) | A number of research studies indicate that schools who have a leadership team who set high expectations, have a clear vision, and strategically supported its pupil premium learners was a distinguishing factor in increasing pupils learning outcomes. https://www.csscni.org.uk/news/new-research-demonstrates-the-importance-of-effective-leadership-serving-disadvantaged | 1,2 & 5 |

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

Budgeted cost: £8,788

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional teaching assistants to deliver literacy and numeracy interventions for Pupil Premium children. (£7268) | The EEF's "Teaching Assistant Interventions" summary shows that when TAs deliver small-group or one-to-one structured interventions, the average benefit is about +4 months' additional progress compared to similar pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1,2 & 5 |
| ABC 2 Read to work with targeted children. This organisation provides regular reading (x2 30 min slots p/w) and promotes both reading for pleasure as well as targeting areas of specific need. (£720) | Reading for pleasure correlates strongly with higher vocabulary and comprehension skills and improved learning outcomes. https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing ABC 2 Read Report states that 97% of teachers feedback an increase in reading levels and attitude to read https://www.abctoread.org.uk/wp-content/uploads/2022/05/annual-report.pdf . EEF recommends using strategies such as reading aloud, exposure to varied vocabulary and collaborative activities to rehearse thoughts as effective strategies for improving reading and writing. | 1, 2 & 5 |



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| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | |
| Nessy Reading and Spelling subscription. (£800) | <p>Nessy targets a number of areas including developing phonics.</p> <p>Education Endowment Fund Teaching & Learning Toolkit + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Small scale research indicates that Nessy has a positive impact on Oral Reading Fluency, reading age and single word reading: https://www.nessy.com/en-gb/shop/research/the-effect-of-nessy-reading-and-spelling-when-added-to-the-regular-curriculum</p> | 1, 2 & 5 |

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

Budgeted cost: £12,963.21

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Nurture Club: weekly gardening and nature based 1:1 and small group sessions to support emotional well-being & mental health. £3,095.75 | <p>Research indicates that pupils from vulnerable backgrounds who took part in nature-/wildlife-based activities showed significantly improved confidence, social skills, behaviour, and a more positive outlook.</p> <p>https://research.open.ac.uk/news/researchers-find-disadvantaged-young-people-benefit-supported-nature-activities</p> | 4 & 5 |
| Speech and Language interventions lead by a speech and language trained Higher Level Teaching Assistant for targeted pupils. £579 | <p>The Education Endowment Foundation (EEF) Teaching & Learning Toolkit, demonstrate that oral language interventions (focusing on speaking and listening) typically deliver around +6 months' additional progress on average, especially for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions%20</p> <p>The EEF also found evidence of impact from SALT interventions on improving phonological understanding and improving vocabulary. https://pubmed.ncbi.nlm.nih.gov/12918003/</p> | 1, 2 & 5 |
| Access to therapeutic support: Create Hope Play Therapy (part-funded): £1,704 | <p>Play Therapy UK states that play therapy has a positive impact to children's wellbeing: https://playtherapy.org.uk/about-play-therapy/</p> | 4 & 5 |
| Letterbox subscription | To promote home learning, access to high quality texts and resources & parental engagement. | 2 |



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| <p>£650</p> | <p>67% of our PPG parents/guardians 'opt in' for this scheme and share that they look forwards to sharing the books and learning resources with their child each month. https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing</p> | |
| <p>Family Support Worker (part funded) to build relationships with families, support with attendance and provide social, emotional support to targeted pupils. £6934.46</p> | <p>Research demonstrates that local authorities employing "family support workers and other support staff to work directly with families" saw positive impacts on family/learner engagement and improved attendance: https://www.gov.scot/publications/attainment-scotland-fund-evaluation-families-communities-thematic-evaluation-report-2024/pages/8/</p> | <p>3 & 4</p> |
| <p>Funding for sports or activity club after school per term. This funding may also be used for specific sports or club fees outside of school. (£0 cost from Pupil Premium – FSW to seek additional charitable funds)</p> | <p>Education Endowment Fund Teaching & Learning Toolkit + 1 month (evidence strength = moderate) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.</p> | <p>4</p> |
| <p>Breakfast Club (£0 cost)</p> | <p>EEF demonstrated +2mnths in reading, writing in maths for KS1. Not evidence for KS2. However, 70% of schools in this study continued with breakfast clubs due to improvements documented in concentration, behaviour and attendance. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Magic_Breakfast_report.pdf?v=1668526225 Research and analysis: Securing good attendance and tackling persistent absence highlights breakfast clubs as a way of improving attendance. https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p> | <p>3</p> |

Total budgeted cost: £27,603.21

Part B: Review of the previous academic year



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Outcomes for Pupil Premium pupils

- **Support our targeted families to increase attendance and punctuality: *Attendance data for PPG children will demonstrate an increase for 90% of targeted pupils:***
Partially Met. 7/9 children maintained or increased their attendance. In some cases, attendance significantly increased. In the two cases where attendance decreased, one was within a typical range.
- **Enable greater progress in reading and writing for our targeted children: *All PPG children will have met or surpassed their personal end of year writing target:***
Reading – Partially met. 10/13 children met or surpassed their reading targets. The children who did not meet these targets also had wider support needs. All have EHCPs or present with EBSA, creating a more complex picture around their support.
Writing – Not met. 5/13 children met or surpassed their writing targets. This was also reflected across the wider schools data and has been fed in the School Improvement Plan.
- 1. **Promote healthy coping strategies to support our targeted children’s mental health and well-being: *All PPG children will have access to a therapeutic intervention or group to promote positive wellbeing: MET.***
 - All children participated in Nurture Club, Forest Schools, Emotional Literacy groups or Sports mentorship groups. A few children participated in play-therapy.
 - Evidenced in intervention trackers.
 - Positive engagement from all pupils in the above interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------------|
| Nessy | Dyslexia Quest |

Service pupil premium funding (optional)

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| <i>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</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |