

## Pupil premium strategy statement - Draft

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Stamshaw Junior School
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	138 pupils (48%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Cooper
Pupil premium lead	Sam Cantini
Governor / Trustee lead	Mike Pearce

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,610
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,610

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objective is to ensure that pupil premium children are able to achieve their full potential and leave primary education well prepared as confident, competent learners. A holistic view of our disadvantaged children enables us to identify those areas of focus that will impact and enable.

This strategy has been created with a recognition of the barriers faced by children in our community. To support and address this so that children can achieve, we target their academic need, their social and emotional need as well as the basic needs of a child. We recognise that our children need an equitable approach to education that enables them to be aspirational and enthused by experience.

**Academic** – Children’s academic needs are identified in class and through pupil progress discussions with attainment being analysed. Any individual or group gaps in performance will be addressed through early interventions such as 'Little Wandle', 'in-class targeting' or 'small group support' and 'precision teaching'. This is overseen by the Inclusion & Intervention Team' who support staff in the identification of target groups/ individuals and deliver and evaluate interventions. Teachers are being supported to engage with effective and responsive assessment.

**Welfare** – Children’s social and emotional development will be supported with an ever developing culture of 'connect before content' relational approach. The Pastoral Team closely monitors children through reflections and planned support. They provide support for both family and child/ children when it is needed. In addition to this, the Attendance Officer will work closely with families to ensure barriers to good attendance are addressed.

**Enrichment** - This enables the school to be fully inclusive by providing opportunities to build the knowledge and cultural breadth of experiences for children within this community. The school looks to ensure breadth and depth in the learning for children based on rich experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment for Pupil Premium children is not in line with National and children are not yet consistently ready for their secondary school experiences.
2	Many of the children receiving funding are double disadvantaged with a significant number holding more barriers including being new to the curriculum.
3	Children's social and emotional development and health is a barrier to learning and a challenge for them to demonstrate a readiness to learn and the ability to self-regulate.
4	Parental engagement both with school and their child's learning are not consistent. Parents of disadvantaged children are under-represented at parental events e.g. parent evenings and learning workshops.
5	Our observations of learning showed that a limiting factor for children with an entitlement was their lack of experiences impacting their breadth of knowledge and ability to make links in learning.
6	Our attendance data indicates that disadvantaged pupils have been lower than their peers with this year showing a significant difference between those pupils eligible for Pupil premium and those who aren't. Our assessments and observations indicate that absenteeism is negatively impacting 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
Raise standards across all core learning.	<p>Whole school data shows a closing of the attainment gap with peers and national outcomes</p> <p>Observations and feedback show children demonstrate a positive attitude to learning</p> <p>Children are able to access learning with increasing independence and a readiness for the next stage</p>
Pupils with multiple complex barriers receive the support they need to ensure a readiness to learn	Attainment for these pupils is in line with targets set during personalised pupil progress meetings
Children use knowledge and experiences to improve understanding	<p>Children are able to share experiences and how these have impacted on learning</p> <p>Children are motivated and engaged by experiences and learning</p>
A wider range of methods of engaging with parents are introduced that support parents more easily interacting with staff and as a result are more engaged with their children's learning.	<p>All parents interact with staff through at least one means of communication to support and engage with their child's learning</p> <p>Systems for consistent engagement are established and parent voice used to evaluate</p>
Attendance for the vast majority of pupils, including disadvantaged, is improved	For the vast majority of pupils attendance is above 95%

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Accelerated Reader</b> and associated tools are fully implemented and embedded for all children	(EEF +5 Months, <b>***</b> ) Project Report on Accelerated Reader <a href="#">Accelerated Reader - first trial   EEF</a>  Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and gives children a Zone of Proximal Development (ZPD). This focuses their attention on books which will challenge and support them to make progress	1, 2
Embed <b>phonics</b> interventions program to address gaps	(EEF +2 Months, <b>***</b> ) Phonics Report  <a href="#">Phonics   EEF</a>  Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2
Work with Maths Hub & Education Team to develop Maths Leader in order to support staff pedagogy for <b>Mastery Math</b>	(EEF +2 Months, <b>***</b> ) Mathematics mastery – Primary Report  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>  Recommendation 4 - Enable pupils to develop a rich network of mathematical knowledge	1, 2
To develop effective and impactful use of <b>assessment</b>	(EEF +2 Months) Embedding Formative Assessment  <a href="#">Embedding Formative Assessment   EEF</a>	1, 2
To develop <b>writing</b> curriculum	The Writing Framework – link to the ‘one journey’ of a child  <a href="#">The writing framework</a>	1,2

<p>Upskill <b>teaching assistants</b> through a high quality offer of development</p>	<p>EEF Teaching Assistants who enable all pupils to access high-quality teaching – supplement, not replace.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a></p> <p><a href="#">Deployment of Teaching Assistants   EEF</a></p>	<p>1, 2, 3, 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of <b>phonics</b> needs through teacher assessments and intervention	EEF guidance report: Improving literacy in KS1 <a href="#">Improving Literacy in Key Stage 1   EEF</a>  Keep up, Catch up in line with SSP Little Wandle	1,2
Small group support interventions to <b>support attainment</b>	Teaching and Learning for small group Tuition <a href="#">Small group tuition   EEF</a>	1,2,3
Small group targeted support for children at threshold in <b>Year 6</b>	Teaching and Learning for small group Tuition <a href="#">Small group tuition   EEF</a>	1,2,5
Further develop the targeted <b>precision teaching</b> to close gaps in learning	Giving a pupil intensive individual support <a href="#">One to one tuition   EEF</a>  The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding	1,2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote collaborative working <b>partnerships</b> with families.</p>	<p>Teaching and Learning Toolkit: Parental Engagement: <a href="#">Parental engagement   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	<p>3, 4, 6</p>
<p><b>Attendance</b> is at least in line with national averages for all groups of learners</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	<p>1, 6</p>
<p><b>Pastoral Team</b> – working with small groups and 1:1 support to support emotional and behavioural needs</p>	<p>(EEF +5 Months, ****) Reports on Behaviour Interventions and Social and Emotional Learning</p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Social and emotional learning   EEF</a></p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 2, 3, 4</p>
<p>Provide opportunity in broadening the <b>curriculum</b> through experiences both on site and off</p>	<p>That children within Portsmouth need to be exposed to broader cultural awareness/ experiences in order to drive aspirations and provide exposure to the wider world</p> <p><a href="#">Life skills and enrichment   EEF</a></p>	<p>5</p>

Further engage with and develop relational practices	<a href="#">Relational and Restorative Practice in Education - Portsmouth Education Partnership</a>  'Students learn best when they feel safe, not just physically but emotionally'	1, 3, 4
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## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

#### **Impact update December 2025**

Parental engagement initiatives have started to increase participation in school activities and communication. The range of visitors to planned workshops has supported parents with the different challenges faced. Verbal feedback indicates that this is a successful way to engage our parents and community.

Attendance strategies are beginning to have an effect, with figures showing that the school's overall attendance was 0.2% higher than the median attendance of similar schools. There was a reduction with persistent absence, where we were ranked 4<sup>th</sup> out of similar schools.

Support for pupils with multiple barriers continues, with increased training in strategies for all staff around adaptations and an emphasis on the curriculum adaptations that means children are better able to experience success in their learning with well match tasks and expectations.

Improving outcomes for all pupils continues, with working and support around plugging gaps in learning as well as the holistic emotional regulation work. Thus securing children who are ready for learning