



Pupil Premium Strategy Statement 2024-2025

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 effect that last year's spending of pupil premium had within our school.

| Detail | Data |
|--|-----------------------|
| School Name | Paulton Junior School |
| Number of pupils in school | 271 |
| Proportion (%) of pupil premium eligible pupils | 21.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement Authorised by | Sally Rawlings |
| Pupil Premium Lead | Rebecca Curtis |
| Governor / Trustee lead | Simon Memory |

Funding Overview

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|---|---------|
| Pupil premium funding allocation this academic year | £85,840 |
| 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 | £85,840 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Paulton Junior School, we have committed to providing a happy, safe and stimulating environment and we endeavour to ensure that no child is left behind. We are determined to ensure that our children are given every chance to realise their full potential. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

The Pupil Premium was introduced as an allocation of additional funding provided to schools to support specific groups of children, who are vulnerable to possible underachievement. It was allocated to children from low-income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. Schools are free to spend the Pupil Premium as they see fit. However, they are responsible for how they use the



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additional funding to support pupils from low-income families and the other target groups. In most cases, the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

At Paulton Junior School, we use Pupil Premium funding to improve the educational outcomes for disadvantaged pupils in our school. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We are aware that evidence shows that disadvantaged children generally face additional challenges in reaching their full potential at school and often do not perform as well as other pupils. We recognise that our pupils can experience different barriers to learning and that these barriers can be long term, short term or can change over time. We believe it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential. These barriers may include one or more of the following factors:

- Lack of resources to support home learning
- Lack of support at home
- Low levels of aspiration
- Weak language and communication skills
- Lack of confidence
- Attendance and punctuality issues
- Social, emotional and mental health difficulties
- Complex family situations
- A narrow range of experiences and opportunities

Paulton Junior School leaders, who are best placed to assess their pupils' needs in terms of how to use this funding, will use evidence to inform their decisions, including school data.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring children receive Quality First Teach in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Supporting the emotional wellbeing of pupils and their families
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Supporting access to an enriched curriculum beyond the classroom environment



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- Ensuring that the Pupil Premium Grants reaches the pupils who need it most.

Focusing on these priorities will ensure our ultimate objectives are achieved:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

To achieve these objectives, the school is adopting an approach which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff.

Challenges

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

| Challenge Number | Detail of Challenge |
|------------------|---|
| 1 | Attendance Data can indicate a lower percentage of attendance for disadvantaged pupils. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.3 – 3.3% lower than for non-disadvantaged pupils. 26 pupils (15 of whom are disadvantaged) currently require additional support with their attendance. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | Number of pupils with complex Social, Emotional and Mental Health Needs Observations, teacher referrals, discussions and questionnaires (i.e. Sheu Survey), with pupils and families, have identified a need to provide additional support for pupils with SEMH needs and remove evidenced SEMH barriers to learning. Teacher referrals for support remain relatively high. 29 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs and receive small group interventions as a result. |
| 3 | Low Prior Attainment Our assessment data and observations indicate that we need to narrow the attainment gap across Reading, Writing and Maths, between pupils who are disadvantaged in relation to their peers. In Year 3 (on entry from Year 2 at the infant school), over the last 2 years, between 31.25 (2023) - 50% (2024) of our disadvantaged pupils arrive below age-related expectations in at least one of these subjects compared to 21 - 22% of the entire of Year 3. This gap narrows but remains significant to the end of KS2. |
| 4 | Cultural Diversity The school has an increase in admissions of children of ethnicity and an increase of children with English as an additional language. 29 pupils (7 of whom are disadvantaged) are from ethnic groups and 29 (3 of whom are disadvantaged) speak English as an additional language. Our assessments and observations indicate that this is a significant barrier to achieving the expected standard by the end of Year 6. |



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| 5 | <p>Family Support and Aspirations</p> <p>Discussions with pupils and families, and referrals from other agencies (including social care) have identified a need to empower parents through provision of parenting support. Assessments of parent and pupil questionnaires (including the Sheu Survey) show a need to continue with the encouragement of increased social interaction and enrichment activities across the school and particularly amongst the disadvantaged children.</p> |
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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 |
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| To improve oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> Assessments and observations indicate improved oral language among disadvantaged students at the end of KS2. This is evident in children’s books, progress through targeted interventions, successful implementation of Quality First Teaching to improve children’s language and literacy skills and in the KS2 reading and writing outcomes. |
| Close the gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics. | <ul style="list-style-type: none"> To see evidence that processes and learning is monitored and that support and challenge opportunities are available. Quality First Teaching is evident and consistent across the school. Impact of Quality First Teaching and Interventions carefully monitored and reviewed, so that outcomes for disadvantaged pupils improve. Transparent and early identification of targets pupil is reviewed through regular Pupil Progress Meetings. All teachers and staff have received training to ensure consistency in approach to the teaching of Reading, Writing and Mathematics across the school. Homework support and time given to disadvantaged and SEND children in order to have a positive impact on progress. |
| To ensure that the Quality of Education at Paulton Junior School for ALL pupils including SEND and disadvantaged children is good. | <ul style="list-style-type: none"> To see evidence that processes and learning is monitored and that support and challenge opportunities are available. Quality First Teaching is evident and consistent across the school, with all lessons at least good. There is a consistent approach to the teaching of reading, writing and maths. Teachers and adults use assessment effectively to address misconceptions. Gaps in pupils’ knowledge and understanding are addressed and closed through interventions, based on the needs of the pupils. Lesson visits indicate that the disadvantaged pupils are making progress. |



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| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none">• Sustained high attendance evident.• Percentage of disadvantaged pupils to be in line with non-disadvantaged pupils.• A reduction in the percentage of persistently absent children. Rigorous monitoring of attendance, so that it improves for all pupils, particularly disadvantaged and SEND pupils.• Pupils on time for registration (where this is not the case a support plan in place).• Termly letters sent to parents highlighting attendance. Action plans agreed where needed. |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and SEND pupils.</p> | <ul style="list-style-type: none">• Well-being is a priority for pupils.• Sustained high levels of wellbeing evident in data from pupil and parent surveys, teacher observation and the pupil voice.• Wide variety of clubs in place.• Continued participation in enrichment activities, particularly among disadvantaged pupils.• Evidence of progress in emotional learning in targeted group of disadvantaged pupils, through evidence based social and emotional interventions, including the use of the ELSA.• Pupils can talk about mental health and well-being.• Disadvantaged pupils attend and access wider curriculum opportunities.• All children to participate in activities and strategies to support mental health to embed and sustain good wellbeing practices. |
| <p>To provide parenting support, leading to improved well-being of parents and pupils</p> | <ul style="list-style-type: none">• Parent Support Advisor (PSA) established positive home/school relationships with parents.• Parents of disadvantaged pupils regularly attend parents' evenings and keep in contact with class teachers.• Positive feedback from parents. |
| <p>To provide ongoing support for children of ethnicity groups or with English as an additional language.</p> | <ul style="list-style-type: none">• Evidence of increased attainment and academic progress across subjects.• Consistent attendance.• Positive feedback from pupils and teachers about the children's emotional wellbeing, social interaction, inclusivity, positive contribution and empowerment.• Decrease of incidents regarding equality and prejudice.• Evidence of involvement with the Sari workshops and an ongoing commitment to the BANEs Race Equality Charter for Schools. |



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Activity in this Academic Year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example CPD, Recruitment and Retention)

£15,605

| Activity | Evidence that supports this approach | Challenge Addressed |
|--|--|---------------------|
| Focus on Oral Language within the curriculum and the development of language and vocabulary across the school. Continuous development through staff training and integration in the curriculum. | Oral language approaches have a high impact on pupil outcomes (+6 months). The EEF states that it is important that spoken language activities are integrated to extend learning and connect with the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 3, 4 |
| Purchase of a DfE validated systematic synthetic phonics programme (Twinkl) to secure stronger phonics teaching for all our pupils. | The EEF conclude that phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF measures the impact on learning of this type of intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 3, 4 |
| Programmes and Resources in order to develop a high quality of teaching and individual assessment across the curriculum in order to provide a personalised learning experience. (i.e. Accelerated Reader, Times Table Rockstars, NESSY, Doodle Maths and Charanga Music) | Individualised instruction can be an effective approach to increasing pupil attainment. EEF measures the impact on individualised learning as +4 months for primary-aged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction | 3, 4 |
| Access to in-depth and ongoing assessment and reading comprehension | Reading comprehension strategies have a high impact (+6 months) on attainment. Effective diagnoses of reading difficulties helps to identify possible solutions. | 3, 4 |



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| activities including the use of Accelerated Reader. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | |
| Access to curriculum resources to allow for a Mastery learning approach across the school (i.e. White Rose Hub Maths, Grammarsaurus and Twinkl, Doodle Maths and Charanga Music) | Mastery learning allows the time needed for pupils to become proficient or competent at objectives. The impact of master learning approaches is an additional 5+ months of progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | 3, 4 |

Targeted Academic Support (for example Tutoring, One-to-one Support or Structured Interventions)

£54,788

| Activity | Evidence that supports this approach | Challenge Addressed |
|--|---|---------------------|
| Precision Teaching to close gaps in phonic knowledge and use of individualised programmes to address gaps in knowledge (i.e. NESSY and Doodle Maths) | Precision teaching of phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics is matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). EEF measures the impact on learning of this type of intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics | 3, 4 |
| Use of Teaching Assistants and One-To-One and Small Group structured interventions and tutoring (i.e. Speech and Language support and Educational Psychologists) | The EEF toolkit states that targeted deployment, where teachers and teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom deployment. EEF measures the average impact on learning of this type of targeted intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2, 3, 4, 5 |



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| Homework support for disadvantaged and SEND children. | The EEF toolkit states that pupils eligible for free school meals typically receive additional benefits from homework. Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning, or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework | 2, 3, 4, 5 |
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Wider Strategies (for example Attendance, Behaviour and Wellbeing)

£15,447

| Activity | Evidence that supports this approach | Challenge Addressed |
|--|--|---------------------|
| Participation in ongoing additional artistic and creative activities projects across the school (i.e. Art Therapy and Music Tuition) | Arts-based approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation has a positive impact, on average, +3 months additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1, 2, 3, 4, 5 |
| Participation in ongoing additional physical activity across the school (i.e. Fundamental Movement, Inclusive Sporting Events, Occupational Therapy) | There is a small positive impact of physical activity on academic attainment (+1 month) and impacts on wider health and social benefits also. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 1, 2, 3, 4, 5 |
| Parent Support Advisor to support identified families. | Parental engagement has a positive impact on children’s progress (+4 months) and it is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1, 4, 5 |
| ELSA and Behavioural Support to support disadvantaged | Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather | 1, 2, 4, 5 |



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| children with complex Social, Emotional and Mental Health Needs. | than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, +4 months additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
| Mentoring Plus and use of Teaching Assistants to enhance experiences in order to build trusting, positive relationships. | The EEF states that mentoring can be beneficial for pupils in order for them to have support. It helps build confidence, relationships, resilience, aspirations (+2 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 1, 2, 3, 4, 5 |
| Extra-curricular provision at school by targeting and prioritising club attendance for disadvantaged pupils and the attendance of community events. | The EEF advocates extra-curricular activities, particularly those that involve outdoor learning. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation, thus contributing to metacognitive and self-regulatory strategies (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-andself-regulation | 1, 2, 3, 4, 5 |
| Subsidising trips and outings (to include workshops and school visitors), including with Sari. | Field trips offer students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a student's understanding of the world and their place in it. Educational trips encourage the development of social, personal and study skills, thus contributing to metacognitive and self-regulatory strategies (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1, 2, 3, 4, 5 |



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Part B: Review of the Previous Academic Year 2023/2024

Outcomes for Disadvantaged Pupils

Across the academic year, our Pupil Premium has been used to support identified PP pupils and these children have received consistent, targeted tuition sessions. Targeted sessions enable the children to both gain in confidence and make academic progress. We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using the key stage 2 performance data and our own internal assessments.

Attainment (High-Quality Teaching and Targeted Academic Support)

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data among disadvantaged pupils demonstrated a drop since the last report. They scored on average a scaled score of 6.1 below for reading, 5.5 below for Maths and 14.7% lower for writing. Of PP children scoring below the average for their year (54%), all of these children received small group or 1:1 support for academic interventions in order to bridge the gap between them and others within the year group. 12 of these children also received extra tutoring.

Wider Strategies

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance: Our school average attendance was 95.6% and in comparison, our disadvantaged pupils averaged at 92.3%, therefore absence was 3.3% higher than their peers in 2023/24.

Wellbeing and Mental Health: Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. During the last academic year many Pupil Premium children received regular emotional support through our ELSA one-to-one counselling or small group work based on the ELSA resources. In 2024, 25.4% children received ELSA or Emotional Support on a small group or 1:1 basis, and others would have received support as needed throughout the year and Mentoring Plus have been involved with one child with pupil premium funding. All staff continue to use appropriate emotional and mental health resources and strategies to support children in understanding their behaviour, resilience and wellbeing. To ensure that high-quality behaviour management and wellbeing support remains a priority, we will continue to ensure regular staff meeting time is dedicated to reflecting on our school approach

Extra-Curricular Activities: In 2024, 67.2% of PP children attended extra-curricular clubs including art, cookery, netball, cricket, choir and forest schools. Pupil Premium children were also given opportunities to attend several sports events and art trips. 96% of the children were offered an extra trip or experience and 25.4% children received some form of extra financial support to attend trips.

Our evaluation of the approaches delivered last academic year indicate a high level of support was received in terms of extra-curricular activities and funding for trip and that we were effective in



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supporting those children with their wellbeing or mental health needs. However, we need to continue to review how we support those with lower attainment levels in order to help them to bridge the gap with their peers.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

| Programmes | Provider |
|---|--------------------|
| NESSY Reading and Spelling Intervention | NESSY |
| Accelerated Reader | Renaissance |
| Times Table Rockstars | Maths Circle Ltd |
| One-To-One Tutoring | Teaching Personnel |
| Grammarsaurus | Grammarsaurus |
| Twinkl | Twinkl |
| White Rose Hub | White Rose Hub |
| Charanga Music | Charanga Music |
| Doodle Maths | Doodle Maths |