

## Pupil premium strategy statement

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.

### School overview

Detail	Data
School name	Shirley Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27 This (2025-26) is year 2 of a 3-year strategy
Date this statement was published	15/12/25
Date on which it will be reviewed	31/10/25
Statement authorised by	K Davie, Headteacher
Pupil premium lead	J Tearle, Deputy Headteacher
Governor / Trustee lead	Victoria Chapman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (7/12 of 24/25 financial year plus 5/12 of 25/26 financial year)	£113,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£113,600</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our philosophy**

We continue to witness the significant impact of pupils' disrupted education due to Covid-19, and the societal changes due to an increase digital technology and a decrease in children's free play outside. These combine to have a very significant effect on pupils' wellbeing and mental health, which affects their behaviour. This is even more noticeable for disadvantaged children.

As a result of this, we believe that our main priorities for the next three years are developing pedagogy to ensure every child is engaged, supporting pupils' emotional regulation and developing their behaviour for learning.

We have high ambitions for our disadvantaged pupils and believe that their experiences prior to starting school should not impact on the progress they are able to make while they are with us. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support underserved pupils to achieve that goal, including progress for those who are already high attainers.

We take every opportunity in school to develop children's understanding of our values and personal skills for learning, through assemblies and wider curriculum events such as Democracy Day and Cultural Awareness Day. We place a high value on children's sense of belonging, safety and community, and every class begins every day with activities to promote this.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

We will not make assumptions; instead our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point when need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are officially categorised as disadvantaged or not.

We have chosen to maximise the use of the PPG by utilising a 3-year long-term strategy. This enables us to think strategically, to implement a blend of short, medium and long-term interventions that will have sustained long-term impact, and to align pupil premium use with wider school improvements and with improving readiness to learn.

## Challenges

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

	Detail of challenge
1	<p><b>Emotional regulation</b></p> <p>Internal observations show that the mental health and emotional wellbeing of underserved pupils can be significantly lower than that of their peers. As part of this, they may struggle more to regulate intense emotions, which they feel more often, and they may often have a very fixed mindset and limiting beliefs about themselves as learners, not understanding that effort will result in improvement. This means that their resilience to try work that may seem tricky at first, to cope with failure and accept feedback, may be very low. They may feel anxiety about their abilities, which affects their readiness and ability to learn.</p>
2	<p><b>Pedagogy</b></p> <p>Lesson observations and learning walks show that a percentage of underserved pupils in most classes are not engaged with the teacher input. There is a lack of understanding of explicit modelling and how to check for understanding during this phase of the lesson. There is then a lack of clarity around how to scaffold the transition from guided to independent practice, so that children are ready to apply the skill independently with confidence. This means that when underserved children come to the part of the lesson where they work independently, they do not understand what to do, avoidant behaviours increase, and they do not make appropriate progress within lessons</p>
3	<p><b>Behaviours for learning</b></p> <p>Internal observation shows that a large proportion of underserved children do not in general know how to behave in a classroom in order to be active learners. They do not know how to actively listen, and do not have the confidence to contribute their ideas. They do not hold themselves to account for their classroom behaviour because they do not understand the importance of this or the impact it can have on them.</p> <p>Learning walks and professional dialogues show that the behaviour policy for low-level disruptive behaviours is not used consistently in some classes, with the result that learning is disturbed and behaviour change is not as quick as it could be. This impacts the progress of the whole class.</p>
4	<p><b>Lower start points</b></p> <p>Underserved children arrive in Year 3 with lower starting points than their peers in the core subjects. Internal assessment shows that underserved children may not confidently or consistently be applying basic skills (such as grammar, punctuation and spelling) in their writing, and are more likely to lack secure phonic knowledge. Many may have underdeveloped reading fluency and a low degree of secure phonic knowledge, with many not having passed their Year 1 phonics test or retest. Many may have large gaps in their Key Stage 1 number facts knowledge.</p> <p>These gaps in attainment mean that we will need to help these pupils make accelerated progress</p>
5	<p><b>Attendance</b></p> <p>The attendance of underserved pupils is significantly lower than that of their peers. There are increasing levels of anxiety and EBSA (Emotionally-Based School Avoidance) amongst this group of pupils.</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>1. Underserved children believe in their own capacity to learn and are able to use strategies to self-regulate. They are willing to make an effort, cope with initial failure and receive feedback.</p>	<p><u>By end of 3 year plan (2026/27):</u></p> <ul style="list-style-type: none"> <li>Children in all year groups can articulate how effort leads to progress and how failure and feedback contribute to this.</li> <li>Qualitative data shows an increase in children’s resilience when faced with challenging learning and outcomes.</li> </ul> <p><u>Milestone 1: By end of 2024/25:</u></p> <ul style="list-style-type: none"> <li>16 out of 21 underserved children in Y3 can articulate the Y3 Growth Mindset sticky knowledge</li> </ul> <p><u>Milestone 2: By end of 2025/26:</u></p> <ul style="list-style-type: none"> <li>85% of underserved children across the school will be able to discuss how regulation backpacks help them and give examples of when and how they use these.</li> <li>Teachers will be able to identify any unconscious biases they may have and how they are working to remove these</li> </ul>
<p>2. All underserved children are engaged throughout the teacher input and are able, through careful scaffolding, to attempt the independent learning successfully and therefore make accelerated progress.</p>	<p><u>By end of 3 year plan (2026/27):</u></p> <ul style="list-style-type: none"> <li>Combined outcomes for underserved pupils at the end of KS2 in 2026/27 are no more than 10% lower than national and no more than 10% lower than all pupils in the year group (at EYFS, 46% of this cohort’s underserved pupils achieved combined outcomes compared to 68% of the whole cohort)</li> </ul> <p><u>Milestone 1: By end of 2024/25:</u></p> <ul style="list-style-type: none"> <li>KS2 Combined outcomes for underserved children are in-line with their EYFS combined of 56%.</li> <li>The gap between underserved pupils and all pupils has decreased in years 3, 4 and 5, in individual subjects and in combined outcomes.</li> </ul> <p><u>Milestone 2: By end of 2025/26:</u></p> <ul style="list-style-type: none"> <li>Monitoring will show scaffolding and adaptation being used in lessons and tasks for 85% of underserved pupils who need this</li> <li>Monitoring will evidence good levels of engagement during the teacher input across a wide range of core and foundation subjects</li> </ul>
<p>3. Expectations of behaviour for learning are clear and consistent in all classrooms. Underserved children understand how to listen actively during inputs and how to contribute when given the opportunity. Incidents of repetitive disruptive behaviours are low.</p>	<p><u>By end of 3 year plan (2026/27):</u></p> <ul style="list-style-type: none"> <li>Oracy is embedded across the school and underserved pupils are confident to share their voices</li> <li>Incidents of repetitive low-level disruptive behaviours have decreased year-on-year for focus pupils.</li> <li>Learning behaviours learned in lower school are embedded and do not need to be retaught in upper school</li> </ul> <p><u>Milestone 1: By end of 2024/25:</u></p> <ul style="list-style-type: none"> <li>Routines in all classrooms mean that underserved children are clear on the expectations of them during lesson inputs.</li> <li>Regular half-termly resets are used as an opportunity to revisit class targets, and underserved children in all classes can discuss the benefits of these.</li> <li>Pathways are used in all classes to track progress towards the class target. Underserved children in every class can explain how these work.</li> </ul>

	<p><u>Milestone 2: By end of 2025/26:</u></p> <ul style="list-style-type: none"> <li>● Monitoring will show that the Oracy speaking and listening wheels are embedded in 10 out of 12 classrooms, and that underserved children benefit from frequent opportunities to contribute orally</li> <li>● Behavioural and anecdotal data and evidence from monitoring show that repetitive disruptive behaviour are reducing.</li> </ul>
<p>4. Through targeted interventions and careful tracking, underserved children make accelerated progress in phonics, number sense and reading fluency by the end of year 4, so that the gap between these children and their peers is narrowed.</p>	<p><u>By end of 3 year plan (2026/27):</u></p> <ul style="list-style-type: none"> <li>● Reading, writing and maths outcomes for underserved pupils at the end of KS2 in 2026/27 are no more than 10% lower than national and no more than 10% lower than all pupils in the year group (at EYFS, the gap between PP and all pupils was 12% in Reading, 22% in Writing and 26% in Maths)</li> </ul> <p><u>Milestone 1: By end of 2024/25:</u></p> <ul style="list-style-type: none"> <li>● Intervention data shows that underserved children have made accelerated progress</li> </ul> <p><u>Milestone 2: By end of 2025/26:</u></p> <ul style="list-style-type: none"> <li>● Intervention data shows that underserved children continue to make accelerated progress</li> <li>● Year 3 and 4 year leaders are able to show, through intervention data, the accelerated progress underserved children have made in phonics, number sense and reading fluency</li> </ul>
<p>5. Attendance for all pupils, particularly our underserved pupils, is improved and sustained</p>	<p><u>By end of 3 year plan (2026/27):</u></p> <ul style="list-style-type: none"> <li>● Sustained high attendance for 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>○ the overall absence rate for all pupils being no more than 4%, and the attendance gap for underserved pupils being reduced to less than 2.2%.</li> <li>○ the percentage of disadvantaged pupils who are persistently absent (PA) being at least in line with national PA figure for all pupils</li> </ul> </li> <li>● Overall attendance for disadvantaged pupils to be above national attendance for all pupils</li> </ul> <p><u>Milestone 1: By end of 2024/25:</u></p> <ul style="list-style-type: none"> <li>● Overall absence of 4.2% or less</li> <li>● Attendance gap of 2.2% or less</li> <li>● Underserved PA 21% or less</li> </ul> <p><u>Milestone 2: By end of 2025/26:</u></p> <ul style="list-style-type: none"> <li>● Overall absence of 4.1% or less</li> <li>● Attendance gap of 2.2% or less</li> <li>● Underserved PA 20% or less</li> </ul>

## 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)** Budgeted cost: £56,800

Activity	Evidence that supports this approach
Whole school training on modelling and scaffolded transition to independent learning, using Walkthrus and IRIS Connect	Walkthrus has been developed based on lots of educational research by people such as Dylan William and Tom Sherington.  <i>Addresses challenge: 2</i>
Continuing to build a progression of teaching on mindset, linked to the personal skill To Persevere	There has been a lot of research on growth mindset and how it can increase motivation and contribute to successful learning (Carol Dweck, <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5836039/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5836039/</a> amongst others)  <i>Addresses challenge: 1</i>
Whole school training on Oracy, using the Voice 21 Oracy framework	Voice 21's impact report ( <a href="https://voice21.org/impact-report-2022-2023/">https://voice21.org/impact-report-2022-2023/</a> ) shows that the project increased the reading outcomes of Year 6 pupils. It aims to develop the oracy skills needed for success in school and in life, which underserved children may lack opportunities to develop  <i>Addresses challenge: 3</i>
Whole school training on triangulating test results and teacher assessments, and using test to analyse gaps so that pupils are kept on track	Hattie and Williams have presented a lot of research on ensuring that assessments are used effectively  <i>Addresses challenge: 4</i>
Pupil Progress meetings that focus entirely on off-track underserved pupils, creating small-step action plans to support these pupils to achieve next steps	Our own anecdotal evidence shows us that focussing solely on these pupils and unpicking their barriers to learning causes teachers to think about them more deeply, and that creating small-step plans to help them achieve their next steps is an effective approach.  <i>Addresses challenge: 2,4</i>
Monitoring by Subject and Year Leaders that focusses on off-track underserved pupils	Our own anecdotal evidence shows us that when Subject and Year Leaders focus exclusively on underserved pupils in their monitoring, more attention is drawn to the provision and barriers for these pupils, which results in them receiving more intervention and making more progress.  The EEF guidance on professional development and on implementation stresses the importance of monitoring in order to ensure new practice is embedded and sustained  <i>Addresses challenge: 2,4</i>
Continue to deliver basic number fluency skills lessons across the school using NumberSense in whole-class maths lessons  Continue to fund teacher release time to embed key elements of DfE guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Numbersense ran a successful pilot in 2018/19, with 25 schools. They extended the programme into a fully resourced scheme of work, launched in January 2020. The feedback has been hugely positive with schools reporting real improvements in children's number sense and factual fluency within a couple of weeks of starting the programme.  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <i>Addresses challenge: 4</i>

<p>Whole school training on using access arrangements in all year groups to ensure children are supported to access termly tests</p>	<p>We have seen the difference that robust access arrangements can make to the confidence of Year 6 pupils and to their outcomes, so we plan to extend this down through the other year groups.</p> <p><i>Addresses challenge: 1</i></p>
<p>Introduce PATHS resource for PSHE</p> <p><i>(no longer being used – superseded by TGMC)</i></p>	<p>The PATHS® Programme for Schools (UK Version) is a programme for educators and counsellors designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. The programme consists of a variety of lessons, and additional materials and charts.</p> <p>A randomly controlled trial in 12 NI schools showed that the programme led to significant and meaningful improvements in teachers’ reports of children’s behaviour and direct assessments of students social problem-solving and emotional understanding.</p> <p>These findings replicated those of studies in other countries.</p> <p><a href="https://www.pathseducation.co.uk/pdfs/public/BARNARDOS-PATHS-EXECUTIVE-SUMMARY.pdf">https://www.pathseducation.co.uk/pdfs/public/BARNARDOS-PATHS-EXECUTIVE-SUMMARY.pdf</a></p> <p><i>Addresses challenge: 1</i></p>
<p>Introduce The Good Morning Club across the school</p>	<p>TGMC (The Good Morning Club) is a school behaviour/engagement approach founded by Jen Foster. Core elements used in schools include relational routines and check-ins, co-regulation, teaching explicit “learning/behaviour pathways” (child-friendly success criteria), attention to children’s “body budget” (deposits &amp; withdrawals), small-step personalised support and whole-school consistency.</p> <p>It draws on research from:</p> <ul style="list-style-type: none"> <li>● Harvard Health into Co-regulation (<a href="#">Co-regulation: Helping children and teens navigate big emotions - Harvard Health</a>),</li> <li>● PubMed into Social and Emotional Learning (<a href="#">The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions - PubMed</a>)</li> <li>● EEF guidance on behaviour (<a href="#">Improving Behaviour in Schools   EEF</a>)</li> <li>● Research into Trauma-informed practice (<a href="#">Regulate, Relate, Reason and Restore</a>)</li> </ul>

## Targeted academic support (e.g. tutoring, 1:1 support, structured interventions)

Budgeted cost: £28,400

Activity	Evidence that supports this approach
Continue to deliver the Number Stacks intervention	Number Stacks is being used by a growing number of schools and parents to support children. They have completed some case studies with schools to show the positive impact it has had: <a href="https://www.numberstacks.co.uk/reviews/">https://www.numberstacks.co.uk/reviews/</a> <i>Addresses challenge: 4</i>
Continue to deliver Reading Plus to boost children's reading speed and comprehension	Reading Plus is proven to improve learning outcomes based on years of research studies. Reading Plus meets the levels of evidence needed under ESSA. <a href="https://www.readingplus.com/efficacies/">https://www.readingplus.com/efficacies/</a> <i>Addresses challenge: 4</i>
Continue to run Little Wandle Letters and Sounds Rapid Catch-up intervention in order to catch up the children who began Year 3 having not passed their Phonics test	Little Wandle Letters and Sounds Revised is an SSP programme validated by the Department for Education. <i>Addresses challenge: 2</i>
	Brain school intervention?

**Wider strategies (e.g. related to attendance, behaviour, wellbeing)** Budgeted cost: £28,400

Activity	Evidence that supports this approach
Whole-staff training on classroom communities, building belonging, readiness to learn and inclusive routines.	<p>OfSTED Framework: good teaching includes</p> <ul style="list-style-type: none"> <li>• embedding <b>agreed clear routines and expectations</b> so that school is <b>predictable</b> and <b>consistent</b> and pupils can learn well</li> <li>• embedding <b>agreed readiness to learn</b> and <b>inclusive classroom routines</b> across the school so that all pupils can actively participate in all areas of school life</li> </ul> <p><i>Addresses challenge: 1,3</i></p>
Whole-staff training on responding consistently and effectively to repetitive low-level disruptive behaviour	<p>EEF ‘Improving Behaviour in Schools’ emphasises the importance of:</p> <ul style="list-style-type: none"> <li>• <b>Teaching</b> learning behaviours,</li> <li>• Using <b>classroom management strategies</b> to support good behaviour,</li> <li>• Using <b>simple</b> approaches.</li> </ul> <p><i>Addresses challenge: 1,3</i></p>
Continue to run interventions from a trauma-informed TA to help children develop resilience	<p>Trauma-informed schools UK’s interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.</p> <p><i>Addresses challenge: 1, 3</i></p>
Family Support Worker continue to work with families who need us the most, in order to offer pastoral support	<p>The FSW is a crucial resource for disadvantaged families, signposting them to various kinds of support including food vouchers, listening to them, and facilitating meetings between them and other professionals.</p>
MHST continue to offer courses on school premises to support parents to deal with their children’s anxiety	<p>We have found that the MHST courses for parents give them a range of strategies they can implement.</p> <p><i>Addresses challenge: 1, 5</i></p>
Attendance Officer to monitor attendance, hold meetings with families of children whose attendance falls below 90%, and continue to use Graduated Response for Attendance  Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (93% and below)	<p>The DfE guidance (<a href="#">Improving School Attendance</a>) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><i>Addresses challenge: 5</i></p>
Continue to run Hamish & Milo ELSA intervention	<p>Hamish &amp; Milo are working with the University of Bath on a research study to quantify the impact of this intervention. Several case studies show that this bespoke intervention benefits children’s emotional wellbeing. It has various focuses, one of which is mindset and attitude.</p> <p><i>Addresses challenge: 1,5</i></p>
Ensure all Y4 underserved children have their places on the Y5 Science-linked residential trip funded, and are motivated to attend the trip.	<p>Anecdotal evidence shows us that attending residential experiences with their peers has a huge impact on EPP pupils in terms of their self confidence and engagement with their peers.</p> <p><i>Addresses challenge: 1, 5</i></p>
Run Team Spirit sports intervention for children with challenging behaviours.	<p>Previous anecdotal evidence has shown us that sports activities can be used to help children develop social and behavioural skills</p>

	<i>Addresses challenge: 1, 3</i>
Create a Soft Start club for children who are anxious at the start of school	Research around anxiety and attachment suggests that a quieter start to the day with a predictable adult and a smaller group, with calming activities, can reduce anxiety around coming into school. Our experience has supported this.  <i>Addresses challenge:</i>
Create a Breakfast Club for children who struggle to be punctual and do not regularly have breakfast at home	See this report from the DFE: <a href="#">Stat guidance template</a> “The programme was successful in terms of ... the positive impacts which schools perceived for their pupils”  <i>Addresses challenge: 1</i>
Develop all staff in emotion coaching so that this way of verbally responding is embedded across the school in classrooms, corridors and the playground	Emotion coaching has been shown to promote attachment, and validating feelings and helping the child problem-solve, instead of trying to fix, has been shown to be effective – see ‘When the Adults Change, Everything Changes’, and ‘Lost at School’ by Ross W Greene  <i>Addresses challenge: 1</i>
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  <i>Addresses challenge: all</i>

**Total budgeted cost: £113,600**

## Part B: Review of outcomes in the previous academic year

Due to a Trust-focus on current PP thinking, and input from Mark Rowlands, we have decided to create a new 3-year strategy reflecting current research and the realities of the post-pandemic education landscape and the increased needs of the children coming in to our school.

The below outlines the achievements from 2 years of the previous strategy

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Activities
<p><b>1. Underserved children believe in their own capacity to learn and are able to use strategies to self-regulate. They are willing to make an effort, cope with initial failure and receive feedback.</b></p>	<ul style="list-style-type: none"> <li>● Continuing to build a progression of teaching on mindset, linked to the personal skill To Persevere</li> <li>● Whole school training on using access arrangements in all year groups to ensure children are supported to access termly tests</li> <li>● <del>Introduce PATHS resource for PSHE</del></li> <li>● Whole-staff training on classroom communities, building belonging, readiness to learn and inclusive routines.</li> <li>● Whole-staff training on responding consistently and effectively to repetitive low-level disruptive behaviour</li> <li>● Continue to run interventions from a trauma-informed TA to help children develop resilience</li> <li>● Family Support Worker continue to work with families who need us the most, in order to offer pastoral support</li> <li>● MHST continue to offer courses on school premises to support parents to deal with their children's anxiety</li> <li>● Continue to run Hamish &amp; Milo ELSA intervention</li> <li>● Ensure all Y4 underserved children have their places on the Y5 Science-linked residential trip funded, and are motivated to attend the trip.</li> </ul>
<p><b>Success criteria</b></p> <p>By end of 2024/25: 16 out of 21 underserved children in Y3 can articulate the Y3 Growth Mindset sticky knowledge</p>	
<p><b>Review</b></p>	
<p>Growth mindset learning has continued to impact children across the school. All underserved children surveyed across the school, including in Y3, could explain how failure is a part of success and how perseverance is key to learning new skills. Routines and activities are in place in all classes to build a sense of belonging and community, and children, parents and staff speak enthusiastically about these.</p> <p>Regulation strategies are beginning to be embedded across all year groups, used both proactively as part of the planned timetable, and reactively for classes and children as needed. Access arrangements used during testing weeks mean that children's individual needs are catered for and children are more able to show their potential in tests</p> <p>Where more individual work is required, the new FSW is building relationships with vulnerable families, and ELSA work enables children to focus on interpersonal skills.</p> <p>All underserved Y4 children who wanted a place on the Y5 residential have a place, and much more thought and care has been put into initial communications about this trip so that underserved families did not miss out.</p> <p><b>This outcome has been met, in general.</b></p>	

Intended outcome	Activities
<p><b>2. All underserved children are engaged throughout the teacher input and are able, through careful scaffolding, to attempt the independent learning successfully and therefore make accelerated progress.</b></p>	<ul style="list-style-type: none"> <li>• Whole school training on modelling and scaffolded transition to independent learning, using Walkthrus and IRIS Connect</li> <li>• Pupil Progress meetings that focus entirely on off-track underserved pupils, creating small-step action plans to support these pupils to achieve next steps</li> <li>• Monitoring by Subject and Year Leaders that focuses on off-track underserved pupils</li> <li>• Continue to run Little Wandle Letters and Sounds Rapid Catch-up intervention in order to catch up the children who began Year 3 having not passed their Phonics test</li> </ul>
Success criteria	
<p>By end of 2024/25:</p> <ul style="list-style-type: none"> <li>• KS2 Combined outcomes for underserved children are in-line with their EYFS combined of 56%.</li> <li>• The gap between underserved pupils and all pupils has decreased in years 3, 4 and 5, in individual subjects and in combined outcomes.</li> </ul>	
Review	
<p>In 2025, the KS2 combined outcome for underserved children at Shirley Junior School was 18% and the combined for the cohort was 50%. This data was much lower than we had anticipated, mainly due to reading and writing outcomes.</p> <p>In order to improve this measure going forward, combined outcomes will be closely tracked in each yeargroup each term, with Year Leaders accountable for reporting this data and unpicking it as well as carrying out book scrutinies, alongside the Deputy Headteacher, to ensure that scaffolding is making a difference</p> <p>In reading and maths, the gap between underserved pupils and all pupils has decreased in Y3, 4 and 5. In writing, the gap has decreased in Y4. It has remained relatively unchanged in Y5 and has increased by 10% in Year 3.</p> <p><b>This outcome has been partially met.</b></p>	

Intended outcome	Activities
<p><b>3. Expectations of behaviour for learning are clear and consistent in all classrooms. Underserved children understand how to listen actively during inputs and how to contribute when given the opportunity. Incidents of repetitive disruptive behaviours are low.</b></p>	<ul style="list-style-type: none"> <li>• Whole school training on Oracy, using the Voice 21 Oracy framework</li> <li>• Whole-staff training on classroom communities, building belonging, readiness to learn and inclusive routines.</li> <li>• Whole-staff training on responding consistently and effectively to repetitive low-level disruptive behaviour</li> <li>• Continue to run interventions from a trauma-informed TA to help children develop resilience</li> </ul>
Success criteria	
<p>By end of 2024/25:</p> <ul style="list-style-type: none"> <li>• Routines in all classrooms mean that underserved children are clear on the expectations of them during lesson inputs.</li> <li>• Regular half-termly resets are used as an opportunity to revisit class targets, and underserved children in all classes can discuss the benefits of these.</li> <li>• Pathways are used in all classes to track progress towards the class target. Underserved children in every class can explain how these work.</li> </ul>	
Review	
<p>Underserved children are extremely clear on the expectations of them during the different parts of the lesson inputs, and why these expectations are in place.</p> <p>Half-termly resets are embedded throughout the school, and these help children to resettle back into the classroom after a break. Underserved children can explain how these resets help them to settle back into learning and expectations in their classroom and reconnect with their classmates and teacher.</p>	

All classes have a pathway towards their class target, and underserved children can explain how the pathway works and how it helps them.

Speaking and listening wheels have been introduced as part of our Oracy focus, and teachers are promoting active listening using these. Children can be seen tracking the speaker in most classes.

**This outcome has been met**

Intended outcome	Activities
<p><b>4. Through targeted interventions and careful tracking, underserved children make accelerated progress in phonics, number sense and reading fluency by the end of year 4, so that the gap between these children and their peers is narrowed.</b></p>	<ul style="list-style-type: none"> <li>● Whole school training on triangulating test results and teacher assessments, and using test to analyse gaps so that pupils are kept on track</li> <li>● Pupil Progress meetings that focus entirely on off-track underserved pupils, creating small-step action plans to support these pupils to achieve next steps</li> <li>● Monitoring by Subject and Year Leaders that focusses on off-track underserved pupils</li> <li>● Continue to deliver basic number fluency skills lessons across the school using NumberSense in whole-class maths lessons</li> <li>● Continue to fund teacher release time to embed key elements of DfE guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</li> <li>● Continue to deliver the Number Stacks intervention</li> <li>● Continue to deliver Reading Plus to boost children’s reading speed and comprehension</li> </ul>
<p><b>Success criteria</b></p>	
<p><u>By end of 2024/25:</u></p> <ul style="list-style-type: none"> <li>● Intervention data shows that underserved children in years 3 and 4 have made accelerated progress</li> </ul>	
<p><b>Review</b></p>	
<p>At the end of 2025, the gap between underserved children and their peers had narrowed in reading, writing and maths in Year 3, and in reading and maths in year 4. This shows that the targeted interventions in phonics, fluency and maths are having a positive impact.</p>	
<p>Intervention records for maths and phonics shows gaps being filled, with priority being given to underserved children.</p>	
<p>The aim for 2026 is for the DHT to work with Year Leaders to develop a consistent way for them to collect intervention data, so that they can analyse it and see each term what is working and what needs to be reviewed. Currently, records are kept of the sessions taught and the skills covered, but there is no analysis of the accelerated progress these children have made, beyond comparing their termly test results to those of their peers.</p>	
<p><b>This outcome has been met in that the gap has narrowed, but a method of consistently monitoring intervention data needs to be created.</b></p>	

Intended outcome	Activities
<b>5. Attendance for all pupils, particularly our underserved pupils, is improved and sustained</b>	<ul style="list-style-type: none"> <li>Family Support Worker continue to work with families who need us the most, in order to offer pastoral support</li> <li>MHST continue to offer courses on school premises to support parents to deal with their children's anxiety</li> <li>Attendance Officer to monitor attendance, hold meetings with families of children whose attendance falls below 90%, and continue to use Graduated Response for Attendance</li> <li>Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (93% and below)</li> <li>Continue to run Hamish &amp; Milo ELSA intervention</li> <li>Ensure all Y4 underserved children have their places on the Y5 Science-linked residential trip to Minstead funded, and are motivated to attend the trip.</li> </ul>
<b>Success criteria</b>	
<p><u>By end of 2024/25:</u></p> <ul style="list-style-type: none"> <li>Overall absence of 4.2% or less</li> <li>Attendance gap of 2.2% or less</li> <li>Underserved PA 21% or less</li> </ul>	

## Review

At the end of 2024/25, overall attendance was 95.2, giving an overall absence of 4.8. This absence rate is 0.6 higher than the previous year, and was affected by 12 Year 6 pupils with very low attendance. For years 3, 4 and 5 only, the absence rate was 96.3, giving an absence rate for years 3, 4 and 5 of 3.7 which meets our target.

The gap between underserved pupils' attendance and the attendance of the other pupils was 4.4%. This is 1.1% higher than the previous year, but again was strongly affected by PA in Y6. For years 3, 4 and 5 the gap was 3.3%

The persistent absenteeism (PA) figure for underserved pupils was 23.4%, which is lower than last year (24.7%) so we can see movement in the right direction. This represents 15 out of 64 pupils and was only two pupils away from our target. Nine of these pupils' attendance was above 85%, so only 11% of underserved pupils had attendance below 85%.

Nine underserved children in Year 4 are signed up to go to Minstead for the residential, out of the 13 in year 4 who are eligible for Free School Meals.

A new Family Support Worker is building relationships with the families who need the pastoral support, and MHST courses continue to be offered and attended.

The strategies we are using are having a definite impact, the more so the further down the school the children are as they will have had more time for these strategies to make a difference to their attendance. In order to guarantee continued success, we will continue to develop relationships with underserved families, via the class teachers, Family Support Worker and attendance officer.

**This outcome has been partially met**

## 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

Programme	Provider
Reading Plus	Dreambox Learning
First Class At Number	Edgehill University
Number stacks	Number Stacks
Little Wandle Letters and Sounds	Little Sutton Primary School and Wandle Learning Trust
Hamish & Milo	Hamish & Milo
Success@Arithmetic: Numbersense	Edgehill University

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Focussing across the year on our school Values and Personal Skills, with whole school events and activities linked to these each half term
- A continued focus on relational and attachment-friendly approaches, through The Good Morning Club from Jen Foster
- Working in partnership with our local Mental Health Support Team who will support children and families we refer to them
- A focus on identifying and removing unconscious bias

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.