

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2024-2025

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 (as of October 2025 census)

Detail	Data
Number of pupils in school (Oct '24 census)	252
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	11 th December 2025
Date on which it will be reviewed	12 th December 2026
Statement authorised by	Mrs K Barnes (Headteacher)
Pupil Premium Lead	Mrs K Barnes (Headteacher)
Governor Lead	Mr B Moulds (Governor lead for disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£44,600
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£44,600

Part A: Pupil premium strategy plan

Statement of intent

In line with our Equalities Objectives and Core Values, our aim at Shottermill Junior School is that all pupils, irrespective of their background or the challenges they face, are supported to make good progress and access the full and wide curriculum on offer at our school. We want pupils eligible for Pupil Premium to achieve outcomes which are comparable with their peers and for any attainment gap to be closed wherever possible; this also means ensuring higher attaining pupils leave the school having achieved excellent outcomes as well.

We will also consider the wider challenges faced by vulnerable pupils, such as those who have an assigned social worker or those pupils identified as a Young Carer. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our Pupil Premium Strategy aligns itself to helpful guidance provided by the Education Endowment Foundation: "**The EEF Guide to the Pupil Premium Published September 2025**". Here the suggested approach is to follow a 5-step approach to get the best out of the funding provided:

In addition, DfE guidance "**Using pupil premium: guidance for school leaders March 2025**" continues to promote a focus on the following three strategies, which have been proven to be impactful in addressing the underachievement of disadvantaged and vulnerable pupils:

- **High-quality teaching**
- **Targeted academic support**
- **Wider strategies**

Ensuring a focus on high-quality teaching, will not only benefit disadvantaged pupils, it will ensure all pupils have the very best opportunity to make good progress at our school. As part of this approach, we will continue to maximise time spent on curriculum planning and professional development of staff (*e.g. Little Wandle Rapid Catch-up training*) to help skill up our teachers to achieve a high success rate from the pupils they teach.

Targeted academic support is proven to improve outcomes for pupils, particularly those with gaps in their knowledge and understanding. We intend to use our funding to provide access to additional specialist interventions led by well-trained members of staff (*e.g. small group tuition in Year 6*).

In addition to academic support, we will be implementing wider strategies to support the most vulnerable pupils and their emotional wellbeing. This will include facilitating good school attendance, as we have identified that this group of pupils do not always attend school as regularly as their peers. We know that when children are well supported with their social, emotional and mental health, they achieve better

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Deliver and monitor your strategy
Step 5	Evaluate and sustain your strategy

because they are 'in a good place for learning to take place'. This is also the reason why we have recently trained a member of the Senior Leadership Team to take a lead on Mental Health across the school.

To summarise, our strategy will be responsive and part of an 'assess, plan, do, review' model. This means we will use a range of diagnostic assessments (including those for SEMH needs) to identify the challenges or barriers which face vulnerable children and we will implement strategies or interventions which are evidence-based. We will seek to ensure we intervene at an early stage, so as not to cause the educational gap to widen further for a pupil. Through sharing our key priorities and pupil premium strategy with Governors, Parents or Guardians and all Staff, we will ensure that everyone takes a shared responsibility to improve outcomes for disadvantaged and vulnerable pupils within our school community.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with parents and pupils indicate that anxiety and mental health issues significantly affect the wellbeing of some pupils and their ability to access education.
2	Teacher Assessments (such as Phonics Assessments / PIRA scores), observations and discussions with pupils and parents show poor Literacy skills, limited vocabulary development (Oracy) and difficulties with Reading and Writing affect pupils' access to the wider curriculum and they may not achieve as well as their peers.
3	Teacher Assessments (such as pre-unit assessments and PUMA scores), observations and discussions with pupils and parents indicate that disadvantaged pupils may have gaps in their understanding in Maths and struggle particularly with mental arithmetic.
4	Although not all disadvantaged pupils have poor attendance, we have identified that a disproportionately high % of persistently absent pupils are eligible for Pupil Premium or are identified as vulnerable (Young Carer or have a social worker). Lower rates of school attendance of some disadvantaged pupils causes these pupils to miss Class Teaching as well as interventions and 'catch up' programmes, which in turn, negatively impacts the academic progress these children are able to make.
5	We have identified that difficulties with home life and poor parental engagement causes children to fall behind in their learning and development. For example, some disadvantaged pupils do not get the opportunity to read to an adult regularly or are unsupported with their homework, which causes them to fall behind in their learning.
6	Observations and discussions with parents and children indicate that financial challenges and low-income, particularly in relation to the cost of living crisis, has resulted in fewer disadvantaged pupils accessing extra-curricular clubs or activities such as residential trips. This limits life experiences and may affect their social and emotional development or aspirations for the future.

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
Offer targeted support in Reading and Writing to improve outcomes for disadvantaged pupils.	<p>Pupils will make accelerated progress in their Reading and evidence will be shown in Reading intervention data analysis, PIRA scores or end of KS2 National Curriculum Tests. Pupils will also read more regularly at home as a result of these interventions.</p> <p>Pupils will make progress in their Writing and evidence of book scrutiny and Teacher Assessments will show good progress from starting points / outcomes at end of KS2 assessments.</p>
Offer targeted support in Maths to improve outcomes for disadvantaged pupils.	Pupils will make accelerated progress in Maths and evidence will be shown in PUMA scores, pre- and post-unit assessments, Teacher Assessments or end of KS2 Maths Assessments.
Support the SEMH needs of identified disadvantaged pupils.	Through effective provision, disadvantaged or vulnerable pupils will attend school regularly and improve their mental health and wellbeing. This will help them access learning opportunities more successfully and learning completed in and outside of school will evidence this.
Achieve good school attendance for disadvantaged or vulnerable pupils.	Through understanding barriers to attendance at school (e.g. EBSNA), parents of pupils identified as persistently absent will be supported through a range of Early Help approaches to help improve their attendance, aiming for at least 96% by the end of the year.
Support families facing adversity where difficulties outside of school may adversely affect the wellbeing or academic development of pupils (e.g. <i>support with coping with the cost of living crisis</i>).	Children's basic needs will be met and they will be well cared for. The number of vulnerable pupils identified across the school (on internal monitoring sheets) will reduce throughout the year, as Early Help strategies are effective over time. The mental health of children will improve and rates of punctuality or school attendance will improve. Case studies will evidence the impact of wider pastoral / HSLW support.

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: £1335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff will receive training in Little Wandle Rapid Catch Up programme for phonics, (as well as Fluency and Book Clubs). The English Reading Leader will be released from class to oversee this program.</p>	<p>In order to maintain the positive momentum of the roll out of Little Wandle Rapid Catch up phonics and our Book Clubs / Fluency Clubs, all staff will continue to receive full and comprehensive training, as recommended by the DfE report: The Reading Framework: Teaching the foundations of literacy.</p>	<p>2</p>
<p>Staff will receive training in the Writing Framework as well as curriculum review recommendations for promoting children's oracy skills.</p>	<p>Nationally, over a quarter of children leave primary school not having reached the expected standard in Writing, which is why we have identified this as a key priority. We have taken on board recommendations from The Writing Framework published July 2025 to build into our staff training.</p> <p>In addition, developing children's oracy skills enhances vocabulary, reasoning, confidence and raises standards in Writing as outlined by Professor Becky Francis CBE, who chaired the Curriculum and Assessment Review November 2025.</p>	<p>2</p>
<p>Ensure ongoing training for staff around local safeguarding themes and supporting the social and emotional wellbeing of children.</p>	<p>Surrey County Council's strategy around Emotional Based School Non-Attendance is being promoted as an effective approach to tackle the issue of persistent absence. https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna</p> <p>DSLs, including the HSLW, are required to attend regular training relating to emerging safeguarding themes and supporting looked after / post adopted children in school.</p>	<p>1, 4 & 5</p>

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

Budgeted cost: £17,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing pupils in Year 6 with small group tuition with a specialist tutor in Writing, with a particular focus on spelling and grammar development.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
Providing pupils in Year 6 with small group tuition with a specialist tutor in Maths.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Provide Reading Book Clubs run by trained Teachers or LSAs, four times a week for 20mins.	<p>Our established Book Clubs run in every year group and ensure that disadvantaged pupils have access to engaging texts, with effective adult support to extend their comprehension and understanding of new vocabulary. We have now adapted and improved this intervention to be delivered four times a week (instead of only once a week), with LSAs or Teachers trained in the teaching of reading.</p>	2
Provide Little Wandle Rapid Catch Up Phonics / Fluency intervention daily with trained LSAs.	<p>Our analysis has shown that our recently adopted phonics intervention has proved very successful in raising standards in Reading (and Writing) for our lowest achieving pupils. Some children will access this programme who are EAL and SEND also.</p> <p>This approach is also recommended by the DfE report: The Reading Framework: Teaching the foundations of literacy.</p>	2

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

Budgeted cost: £27,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of CPOMS monitoring system to track pupil behaviour, attendance and safeguarding incidents.	CPOMS is a highly effective system which allows Designated Safeguarding Leads to track all incidents relating to the welfare of pupils. This system ensures effective safeguarding and information sharing and allows for efficient reporting relating to behavior and attendance and the secure transfer of pupils records. External auditors and inspections have praised the school's use of its CPOMS system to safeguarding pupils at the school.	1, 4, 5 & 6
Use of members of SLT (and HSLW) to deliver a dedicated lunch club three times a week, with places set aside for vulnerable / disadvantaged pupils.	<p>We know that some of our most vulnerable pupils may struggle with their social interactions and as a result, these children can become isolated in school or demonstrate concerning behaviour.</p> <p>Providing a specialist adult to help to set up and foster play in a safe environment will help nurture positive social interactions and better meet the SEMH needs of pupils as well as monitoring their wellbeing on a regular basis. We expect school attendance of targeted children to improve also through this approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 4
Use of HSLW to support vulnerable children and families who are requiring additional support and supporting the DSL team in times of staffing changes.	<p>Our own analysis shows that the work of the HSLW is a crucial one, especially as this is a shared resource across our school and our feeder infant school.</p> <p>Early Help approaches help reduce the number of children who later on end up on a Child Protection Plan. Children suffering from bereavement or other significant issues affecting their family, respond well to short-term interventions, especially if they are waiting for more specialist support.</p> <p>Pupil attendance will also improve through providing these Early Help approaches, much of which is coordinated by the HSLW.</p>	1, 4, 5 & 6
Attendance Leads will monitor absence rates of disadvantaged children on a regular basis and intervene at an early stage - offering support as required.	<p>In order to promote good attendance, the DfE has recently published: Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities.</p> <p>Within this document, the following key statistic is published: <i>'The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment'</i></p> <p>We have previously analysed our pupil attendance and how this correlates to scaled scores achieved at the end of Year 6 in National Curriculum Tests. We found overall that those pupils with lower rates of attendance, achieved a much lower scaled score than those who attended school at least 96% of the time.</p>	1, 2, 3 & 4

<p>Provide access to 1:1 ELSA sessions for children to develop their emotional literacy, discuss their worries and help develop coping strategies to deal with anxiety or mental health issues.</p>	<p>Professor Barry Carpenter’s research ‘A Recovery Curriculum: Loss and Life for our children and schools post pandemic’ helps us to see the impact of meeting the SEMH needs of pupils at this time. https://www.evidenceforlearning.net/recoverycurriculum</p> <p>As well as our own case studies and analysis of impact, we know that ELSA is an embedded and vital tool in our box for supporting the wellbeing of pupils at our school, particularly where mental health services in the community are over-stretched.</p>	<p>1, 4 & 5</p>
<p>The school will set aside a small proportion of funding to provide financial assistance for eligible pupils to access wider extra-curricular activities such as residential trips or clubs.</p>	<p>Our analysis shows that the uptake of clubs or extra-curricular activities (particularly expensive residential visits) is lower with disadvantaged pupils, yet these children have the most to gain from broadening their horizons in this way.</p> <p>The school offers a £50 discount to families requiring this support and in some instances, outside funding can also be used to help cover further costs. Some funded places will also be given at Breakfast Club or after school clubs to support these pupils on a case-by-case basis.</p>	<p>6</p>

Total budgeted cost: £ 45,980

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

CPD for staff in supporting the emotional wellbeing of pupils / pupil attendance

Last year staff received further training updates in supporting pupils with emotional based school non-attendance (EBSNA) which helped to ensure that there was a whole school awareness and responsibility for promoting good attendance. Combined with rigorous tracking and monitoring, this resulted in further improvement in the overall % of pupils persistently absent from school, which was 6.17% (7.6% in the previous academic year).

The whole school attendance of all pupils also increased again to be **96.5%** for the 2024-25 academic year, which was above both National and Surrey comparisons the highest since the pandemic.

We also saw improvements in the % attendance of disadvantaged pupils, which climbed from 91.96% in 2023-24, to **94.35%** by the end of the 2024-25 academic year. Whilst this is still below the overall whole school attendance, it shows that our efforts to raise attendance using Pupil Premium funds is having a positive impact, therefore we will continue with this approach into the year ahead.

Little Wandle Rapid Catch Up Phonics / Fluency and Book Clubs

We have continued to prioritise high quality training for staff to lead Reading Interventions across all year groups because this is a proven approach to raise standards in this area of the curriculum. Outcomes for children accessing Reading Interventions have been extremely positive and we have noted a significant reduction in the number of pupils needing support in phonics, who graduate on to Fluency and Book Clubs compared with the start and end of the academic year, as shared by the Reading Leader with Governors. Overall **82%** of all Year 6 children met the expected standard in Reading and **47%** of all children met the higher standard.

School Led Tutoring:

In the year 2024 – 25, School Led Tutoring was provided to disadvantaged pupils in Year 5 and Year 6 11 pupils in total compared to 7 the previous year).

Identified children in Year 6 received either 1 or 2 terms of tutoring for either English or Maths (some pupils had both) with each session lasting 45mins with an approved, trained tutor. Some pupils not eligible for the pupil premium also benefited from joining these sessions. The summary below shows the attainment of all pupils eligible for Pupil Premium in Year 6 from the SATS tests in May 2025:

- % of Eligible pupils who achieved the **expected standard** in Reading: **60%**
- % of Eligible pupils who achieved the **higher standard** in Reading: **20%**

- % of Eligible pupils who achieved the **expected standard** in Writing: **30%**
- % of Eligible pupils who achieved the **higher standard** in Writing: **0%**

- % of Eligible pupils who achieved the **expected standard** in Maths: **50%**
- % of Eligible pupils who achieved the **higher standard** in Maths: **20%**
-
- % of Eligible pupils who achieved the **expected standard** in GPS: **60%**
- % of Eligible pupils who achieved the **higher standard** in GPS: **10%**

- **30%** of eligible pupils achieved the **expected standard** in Reading, Writing and Maths combined (which was below the national average of 47%).

Note that this data shows 10 Y6 pupils were eligible for Pupil Premium, which represents 17.5% of the year group. This is well below the national average of 32%. Our internal evaluation of the progress from the start of the intervention and the end, shows that tutoring remains a highly effective approach which

children participate well in. The average review score remains at 0.0 for this intervention. This shows that overall, children make expected progress in these sessions. Many of the pupils attending have more than one barrier to learning, e.g. they may be disadvantaged and have identified SEND, and therefore this shows great outcomes despite these multiple barriers. Tutoring also brings about improved levels of confidence and offers children the opportunity to discuss their misconceptions and receive high quality feedback, which research shows is highly effective in improving outcomes for disadvantaged learners. Achieving success at their level enables them to improve their resilience and effort across the wider curriculum.

ELSA support:

32 children received ELSA in the year 2024-25 (the same number as the previous year). Of these, 9 were eligible for the Pupil Premium. 1 additional PP child was offered the intervention but parents declined. Children continue to make expected progress in this intervention with an average review score of 0.0 (expected progress). This year, we provided group support for 2 separate groups of boys and girls. This supported them to work on low-level anxiety, emotional regulation and social communication skills within a supportive group environment. The intervention also helped some Y6 pupils with worries around transition to secondary school. Some of the positive impacts of ELSA include reduction in anxiety, increasing awareness of the zones of regulation and opening up about issues at home, which leads to improved support from outside agencies. Children reported improved trusting relationships with adults in school and improved resilience overall. We review those accessing this intervention each term to ensure we are able to offer it to those who need it most at the time. Our offer will increase slightly for 25-26 as we now have our HSLW trained to deliver the intervention. Many external professionals, including health colleagues, recommend the programme and we put in place the provision for those pupils with an EHCP who have it written in their plan.

HSLW support:

The HSLW is a shared resource across both the infant and junior schools. Last year, the HSLW supported 21 families (an increase of 5 from the previous year) in a range of different ways, from working directly with pupils, to supporting and signposting parents to a range of Early Help resources. Of these families supported, 12 were eligible for pupil premium and a number are also on the SEND register. Last year, the HSLW also undertook her ELSA training to strengthen this offer at the school. We consider the HSLW role as invaluable for aiding transition from Year 2 to Year 3, to raise levels of attendance and also to ensure children's emotional needs are met, through direct pastoral and early help support for both parents and children. We will be continuing with this approach and plan to increase the HSLW role next year due to its positive impact.

SENCO Lunch Club:

The SENCO, Headteacher and HSLW ran 3 x weekly clubs at lunchtime for pupils who were considered vulnerable or with SEMH needs. These children received an invitation to attend and although this was optional for the vast majority, the attendance was good throughout the year, dropping off a little in the summer term when pupils often prefer to be outside. In 2024-25, 31 pupils were invited to attend the sessions and of these, 9 were eligible for pupil premium. Other had different vulnerabilities or needs, which could be supported by attendance at the club. This approach also helped to maintain oversight of vulnerable children on a regular basis. We consider the lunchtime clubs as extremely important to supporting our most vulnerable pupils.

Funding for extra-curricular activities / meet & greet / breakfast club place:

Last year, we supported a number of families with direct financial contributions to help broaden children's access to extra-curricular activities such as the fruit farm visit or our Year 4 or 5 residential visits. We also used funding to provide early morning support / interventions to families who were struggling to get their children into school each day.

Case studies show that when children are given the right targeted support they can undoubtedly thrive and access educational experiences, which might otherwise be out of reach to them. We will continue to work hard to ensure all pupils can access residential visits, which they may otherwise miss out on. We see this financial support as extremely important for those identified pupils, who stand to gain the most from extra-curricular activities and experiences offered at our school.

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
N/A	

Further information (optional)