Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	**Blue Coat CE Junior School**
Number of pupils in school	189
% of pupil premium eligible pupils	14.3
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	29.09.2026
Date on which it will be reviewed	April 2027
Statement authorised by	Draft (Finance committee 30.09.26)
Pupil premium lead	L. Grieve
Governor / Trustee lead	H. Donkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,000
Recovery premium funding allocation this academic year	£0
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	£44,000

Part A: Pupil premium strategy plan

Statement of intent

- At Blue Coat CE Junior School, our aim is to ensure that any difference in attainment between groups of children diminish and all children achieve well. Whilst our main aim is to raise academic attainment, we also aim to ensure that children have a wide range of opportunities and experiences to develop confidence, self-esteem and have high aspirations. We will focus on high quality teaching and effective deployment of staff to support disadvantaged children. Our decisions are based on detailed analysis of the data and responding to current educational evidence.

Challenges

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

Challenge number	Detail of challenge
1	Poor basics skills and understanding of mathematical concepts – lack of confidence, particularly with arithmetic.
2	Communication difficulties (speech and language, writing)
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge
4	Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills. In KS2 some pupils have poor comprehension skills.
5	Attendance – a small number of PP children have poor attendance This has an impact on overall attendance figures for PP pupils and on their learning.
6	Social and emotional issues of some PP children impact on their learning and wellbeing. This can affect their ability to concentrate on academic activities, especially when working with others.
7	Ensuring our disadvantaged pupils can access the oracy, reading and written aspects of our curriculum

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
1. Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age.	Gaps are closing in knowledge and understanding and improvements are seen in year group tracking sheets.
2. Improved communication in speech and language which impacts upon phonics skills and writing skills.	Gaps are closing in Speech, language and writing which is evidenced through year group data and Language intervention evaluations.
3. Provide children with high quality teaching and feedback to ensure progress in lessons	Increased proportions of pupils will reach ARE in English and Maths
4. Gap in reading scores between PP pupils and other children diminishes and increased opportunities in school to support the love of reading.	Improved reading comprehension levels for PP children.
5. Increased attendance for persistent absentees through working with parents.	Parents understand the impact of taking holiday in term time. Implementation of updated attendance policy with parents results in increased attendance rates for PP children.
6. Staff able to identify and diminish impact of social and emotional barriers and reduce anxiety issues.	Reduction in impulsive emotional behaviour and improved concentration in lessons which is evidenced through lesson observations and behaviour monitoring records.
7. To ensure our disadvantaged pupils can access the oracy, reading and written aspects of our curriculum.	The gap in writing outcomes is diminishing. Pupils will be able to access all parts of the curriculum through adapted teaching, resources and targeted booster/intervention sessions that support this.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-School Maths Mastery CPD Secure external training focusing on the Concrete-Pictorial-Abstract (CPA) pathway to actively lower the numbers of students	The EEF toolkit demonstrates that breaking learning down into sub-steps and ensuring complete conceptual mastery before moving on yields significant progress. The EEF specifically highlights the value of the Concrete-Pictorial-Abstract (CPA) pathway to	

failing to hit standards in Years 4–6.	anchor abstract logic for struggling learners **EEF Impact Metric: +5 Months Progress** (Mastery Learning)	
Year 3 Foundational Scaffolding : Focus on embedding robust Formative Assessment strategies in Year 3. Provide training on diagnostic questioning to catch the trailing students *during* lessons before gaps compound	Identifying exactly *where* a child's understanding breaks down during a lesson prevents gaps from widening. For the 3 Year 3 pupils trailing in all core areas, high-frequency formative feedback allows teachers to adapt instruction live in the classroom, which the EEF classifies as a high-impact, very low-cost intervention. **EEF Impact Metric: +6 to +8 Months Progress** (Feedback & Formative Assessment)	
Adaptive Literacy Strategies : Cross-train staff on Metacognition and Self-Regulation explicitly tailored to boy-heavy writing groups, alongside dual-coding teaching adaptations for the SEND/PP children.	Updated EEF synthesis shows that explicitly teaching pupils how to plan, monitor, and evaluate their own work accelerates progress. This directly supports our students who are writing below the standard by teaching them to self-regulate, self-correct mechanical errors, and structure transcription systematically. **EEF Impact Metric: +8 Months Progress** (Metacognition & Self-Regulation).	

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

Budgeted cost: £13,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 3 Triple-Core Blitz: Deploy a qualified Higher Level Teaching Assistant (HLTA) or tutor for high-frequency, **3:1 small-group sessions** specifically for the Year 3 underperforming students. Focus on reading decoding, basic addition/subtraction bonds, and motor transcription.	Extensive EEF trials demonstrate that small-group tuition is highly effective when targeted at specific gaps. The 3:1 ratio provides the intensive focus required to rapidly build fluency. The EEF highlights that smaller group sizes (ideally 3:1 or fewer) yield the highest progress margins. **EEF Impact Metric: +4 Months Progress** (Small-Group Tuition) / **+5 Months** (1:1 Tuition).	

Writing & Grammar Labs : Run focused sentence-combining and structured vocabulary workshops targeting the writing-below students, ensuring boys are placed in highly interactive, gamified writing slots	This targeted intervention implements Recommendation 4 of the EEF Key Stage 2 Literacy Guidance, which champions explicit instruction in sentence-combining and structured vocabulary to automate transcription mechanics and unlock working memory. The lab addresses the specific deficits of the pupils working below standard**,** utilising structured oral language workshops (**EEF Toolkit: +6 months progress**) to build expressive vocabulary before independent composition. To mitigate task anxiety and drive engagement for the boys in this cohort, sessions will incorporate collaborative, highly interactive, and gamified sentence-building formats to increase motivation and resilience, wrapping directly around explicit instruction without reducing cognitive challenge.	
Years 4–6 Maths Intervention : Facilitate 30-minute structured math tutoring blocks 3 times a week targeting the below-standard pupils.	Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. **EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress**	
1 member of staff will deliver small group Phonics intervention 15 mins daily	Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. **EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress**	

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

Budgeted cost: £8,8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & Material Assistance : Create a discretionary hardship shield to provide uniforms, fully subsidised breakfast club slots, or targeted learning packs at home	A range of research shows that there is a strong link between attendance and achievement/Attainment and improved attendance through working with parents is a way to support this.	5

for families within our cohort	**EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress**	
Implementation of OPAL for whole school	The gap in educational outcomes, particularly for those children from areas of depravation and, increasingly, for boys highlights the need for interventions that address the social, emotional and physical needs of pupils as well as their academic needs. The benefits of play are broad, encompassing: Health and wellbeing, cognitive development, physical activity and literacy, mental health, learning about risk and challenge, resilience and character **EEF Teaching and Learning Toolkit: Social and emotional learning – 4-month progress**	6
Pupil Enrichment Care : Ring-fence a portion of the premium for **pupils**. Target this toward trauma-informed pastoral mentoring, tailored Social and Emotional Learning (SEL) support, and securing immediate access to all school visits and extra-curricular clubs.	The EEF toolkit establishes that targeted SEL interventions support pupils in managing their emotions and regularising behaviour, which directly translates to improved academic focus. **EEF Impact Metric: +4 Months Progress** (Social and Emotional Learning)	

Total budgeted cost: £44,000

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 2025 to 2026 academic year.

1. Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age.
   KS2 SATS – 56% disadvantaged students achieved expected in maths which is 3% decrease from last year

2. Improved communication in speech and language which impacts upon phonics skills and writing skills.
   KS2 SATS – 56% disadvantaged students achieved expected in writing which is a 16% increase from previous year
3. Gap in reading scores between PP pupils and other children diminishes and increased opportunities in school to support the love of reading.
   KS2 SATS – 44% disadvantaged students achieved expected in reading
4. Increased attendance for persistent absentees through working with parents.
   Overall absence for PP children in 25/26 was 4.8% which was above national figures
5. Staff able to identify and diminish impact of social and emotional barriers and reduce anxiety issues.

- *Mental health interventions delivered; forest bathing, social detectives, the anxiety gremlin, zones of regulations, lego therapy, drawing and talking. These have been delivered to all year groups alongside our current interventions. School achieved Gold status for OPAL, this has further developed children's resilience and social skills*
- *Children taught how to stay mentally healthy through PSHE, PE, DT curriculum and workshops delivered by the Piece of Mind team and Chartwells*
- *A whole class Communication passport developed to ensure all classrooms are inclusive*
- *PASS survey used as an indicator with new Year 3 cohort*
- *New behavior policy implemented :* ***Implemenedt a Graduated Response ("Assess, Plan, Do, Review"):*** *The policy can mandate early identification frameworks so staff look beyond disruptive actions to spot underlying emotional withdrawal, distress, or physical complaints linked to anxiety.* ***Embed Trauma-Informed and Relational Practices:*** *Grounded in strong staff-student relationships and de-escalation training rather than automatic zero-tolerance sanctions, which often trigger anxiety-driven flight-or-fight responses.* ***Integrated Structured Check-Ins:*** *Includes proactive interventions systems where designated staff provide predictable, supportive daily touchpoints for vulnerable pupils.*

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