

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	215
% of pupil premium eligible pupils	17
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20.10.2025
Date on which it will be reviewed	April 2026
Statement authorised by	Draft (FGB 19.11.25)
Pupil premium lead	L. Grieve
Governor / Trustee lead	H. Donkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,410
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	£59,410

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to receive further training from Maths lead and/or Maths Hub to develop early numeracy approaches.	EEF Research indicates that early numeracy approaches have a positive impact on learning and the approaches produce larger effects when they are designed to develop s particular mathematical skill.	1

	EEF toolkit: Early Numeracy Approaches - additional 6 months progress	
All staff to continue to receive phonics training in Read Write Inc to ensure consistency in this approach to phonics across the school	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. EEF toolkit: Phonics – additional 4 month progress	4
All staff to continue to receive training to further develop feedback delivery	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). EEF Toolkit: Feedback approaches – additional 7 months progress	3

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Language Intervention with children across the Year 3 cohort using teaching assistant to deliver the programme.	EEF Research on the use of communication and language approaches with children, especially disadvantaged, suggest that they make additional progress over the course of the year. EEF toolkit: Communication and language approaches - additional 6 months progress	2
Daily small groups set up for children to access LEXIA and Reading Eggs	Research into LEXIA and Reading Eggs as an effective resource to support the development of reading and spelling. Evidence shows that gaps in reading scores diminish through the use of a digital phonics and reading program – Lexia and Reading Eggs. This should also improve reading comprehension levels. Children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills	4

Use of Spelling Shed to further enhance the teaching of spelling. Implementation of The Write Stuff	In the EEF Improving Literacy in Key Stage 2, recommendation 5 identifies the importance of teaching and recognising types of spelling error. It states that spellings should be explicitly taught and pupils should be provided with extensive opportunities to practise them. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidancereports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2- report-Second-edition.pdf?v=1702422739	7
1 member of staff will deliver small group Maths intervention 1 hour 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	1
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	4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Office admin team and SLT to monitor attendance and work with parents and Local Authority parental support group to improve attendance	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. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	5
Implementation of OPAL for whole school	The gap in educational outcomes, particularly for those children from areas of deprivation and, increasingly, for boys highlights the need for interventions that address the social, emotional and	6

	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	
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Total budgeted cost: £59,410

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.

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 – 60% disadvantaged students achieved expected in maths which is 27% from last year (national was 74%) Internal data for PP children in maths - years 3 and 5 is much more positive and demonstrates accelerated progress

2. Improved communication in speech and language which impacts upon phonics skills and writing skills.

KS2 SATS – 40% disadvantaged students achieved expected in writing (national was 72%)

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 – 50% disadvantaged students achieved expected in reading which is an increase of 17% from previous year (national was 75%)

4. Increased attendance for persistent absentees through working with parents.

Overall absence for PP children in 24/25 was 6% 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 grem-lin, 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*

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