

Whitehall Junior School's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Whitehall Junior School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs A. Moloï
Pupil premium lead	Miss T. Costa
Governor / Trustee lead	Ms J. Bull

Funding overview

Detail	Amount
Pupil Premium funding allocation (including Service Premium and PLAC)	£186,285.00
Recovery Premium funding allocation this academic year	£8,918.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£6,958.14
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	£202,161.14

Part A: Pupil premium strategy plan

Statement of Intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF and others, should then be used to support evidence-based decision-making.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We will ensure that all staff are involved in the analysis of data and the well-being of pupils, so that they are fully aware of the strengths and weaknesses across the school and the strategies required to support disadvantaged pupils.

Our ultimate objectives are:

- To tackle the barriers to learning created by poverty, family circumstance and background.
- To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Ensure ALL pupils are able to read fluently and with good understanding, to enable them to access the breadth of the curriculum and life beyond school.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional well-being and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

We aim to achieve our objectives through:

- Providing all teachers with high quality CPD to ensure that pupils access effective Quality First Teaching.
- Provide targeted intervention and support, to quickly address identified gaps in learning, including the use of small group work and tuition.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

- Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities, including sport and music.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

The key principles of our plan:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through monitoring and evaluation. Staff will identify specific interventions and support for individual pupils and this will be reviewed regularly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health.
2	Attendance and punctuality.
3	Gaps in reading, writing, mathematics and phonics.
4	Late joiners to the school and an increase of pupils joining with English as an additional language.
5	Parental engagement.
6	Access to wider opportunities.

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
Progress in reading	Achieve national average progress scores in KS2 reading.
Progress in writing	Achieve national average progress scores in KS2 writing.

Progress in mathematics	Achieve national average progress scores in KS2 mathematics.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%.

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: £108,000.00

Total Expenditure: £109,063.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers for core subjects in KS2 with whole school focus on high quality feedback.	The Education Endowment Foundation (EEF) toolkit evidence: High quality feedback (+6 months) and reduced class sizes (+2 months).	1, 2, 3 and 4
Quality phonics teaching across KS2 for those pupils joining our school with English as an additional language and those who have not secured their phonics at KS1. This is achieved through the use of a trained teacher, reading champion and training for staff.	The Education Endowment Foundation (EEF) toolkit evidence: Phonics (+5 months).	1, 2, 3 and 4
Whole school CPD to further improve Quality First Teaching using National College subscription, local authority-led CPD and the work of respected educationalists, e.g. Mary Myatt.	Education Endowment Foundation (EEF) toolkit evidence to support main driver for school improvement is through quality first teaching.	1, 3 and 4
Use of part-time teaching staff to release coordinators to ensure Quality First Teaching of all subject areas across the school.	'Great teaching is the most important lever schools have to improve outcomes for their pupils' Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020.	1, 2, 3, 4 and 6

Release for Pupil Premium Coordinator to monitor planning, teaching and assessment of Pupil Premium pupils' attainment and map and assess interventions and monitor their well-being.	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020, advises 'Targeted Academic Support: There is extensive evidence supporting the impact of high-quality one-to-one or group tuition as a Catch-Up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.'	1, 2, 3,4, 5 and 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,000.00

Total Expenditure: £54,300.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Reading Plus to develop pupils' reading fluency and comprehension.	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, such as: aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.' (+6 months).	1, 3, 4 and 5
Reading Champion working with targeted pupils across KS2.	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, such as: aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.' (+6 months).	1, 3, 4 and 5
Use of TTRS and Mathletics to support the curriculum, catch-	The Education Endowment Foundation (EEF) on Targeted Academic Support	3 and 5

up work within school and for homework.	'Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'	
Use of Language Link intervention for those assessed with a language barrier to their learning.	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'	4 and 4
Support groups for those who have gaps in their learning in English and mathematics.	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'	1 and 3
Use of professional services for academic support, such as speech and language and dyslexia.	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'	1, 3 and 4

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

Budgeted cost: £40,000.00

Total Expenditure: £ 38,864.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kick London Mentoring three times a week for targeted pupils.	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time	1, 2, 5 and 6

	to enable teachers to assess pupils' well-being and learning needs.' (+4 months)	
Nurture Groups with a focus pupils across the school on 'Power Thoughts' to help pupils regulate their own thoughts and emotions.	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.' Metacognition and self-regulation (+7 months).	1, 2, and 6
Play Therapist	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.'	1, 2, 5 and 6
Educational Psychologist	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.'	1, 2, 5 and 6
Well-being team to support all aspects of pupil premium families, including attendance, parental engagement, health and welfare and to support uptake of families for pupil premium funding.	The Education Endowment Foundation (EEF) toolkit evidence: Parental engagement (+4 months).	1, 2, 3, 4 and 5
Wider curriculum opportunities such as cooking club and educational visits at a reduced cost, which includes Year 6 Whitehall Week, for Pupil Premium pupils.	Research by educationnext.org – identities culturally enriching fieldtrips as enhancing knowledge, cultural understanding, tolerance, empathy and critical thinking.	1, 2, 5 and 6
Magazine subscriptions for targeted Pupil Premium pupils to support families and reading.	Deprivation Education England, Foundation Stage to KS4 (DfE 2009).	1, 3, 5 and 6
Extra-curricular club support for targeted Pupil Premium pupils.	Research by Sportdev.org – identifies the impact of sport on well-being.	1, 2, 5 and 6

Total budgeted cost: £203,000.00

Total budget for this academic year: £ 202,161.14

Total expenditure: £202,228.43

Overspend = £67.29

Externally provided programmes 2024-2025

Please include the names of any non-DfE programmes that you purchased in 2023-24 academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Mathematics Premium	https://resources.whiterosemaths.com/resources/
Reading Plus	https://student.readingplus.com/seereader/api/sec/login
Spelling Shed	https://www.spellingshed.com/en-gb/
Times Tables Rockstars	https://trockstars.com/
Mathletics	https://www.mathletics.com/uk/
Language Link	https://speechandlanguage.link/whole-school-approach/junior-language-link/
Nessy	https://www.nessy.com/en-gb

Part B: Review of outcomes for 2024-25

Pupil premium strategy outcomes

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

Statistics

At the end of 2024-25 academic year, Whitehall Junior School had 129 pupils who were entitled to benefit from the additional funding. The breakdown for each year group is as follows:

Year 3 = 27 pupils (27 who are in receipt of Free School Meals)

Year 4 = 35 pupils (34 who are in receipt of Free School Meals)

Year 5 = 39 pupils (28 who are in receipt of Free School Meals)

Year 6 = 28 pupils (27 who are in receipt of Free School Meals)

It should be noted that in all of the year groups, there are some very complex cases within our PP group. Many pupils fall into additional groups: (e.g. SEN/EAL/late joiner), 74% of PP pupils in Year 3 do so, as do 83% in Y4, 92% in Y5 and 71% in Y6. Please also note that for the pupils who are late joiners, we have identified gaps in knowledge based on previous schooling experiences.

Key areas of impact for 2024-25

Improving learning in the curriculum:

PROGRESS OF PUPIL PREMIUM COMPARED TO PROGRESS OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

Progress strength	Progress Weaknesses
<ul style="list-style-type: none">- PP reading progress is greater than non-PP pupils in Yrs 5 and 6- PP SPAG progress is greater than non-PP pupils in Yrs 4 and 5- PP writing progress is greater than non-PP pupils in Yr 3- PP maths progress is greater than non-PP pupils in Yrs 3 and 4	<ul style="list-style-type: none">- PP reading progress is significantly less than non-PP pupils in Yrs 3 and 4- PP writing progress is significantly less than non-PP pupils in Yrs 4 and 5- PP maths progress is significantly less than non-PP pupils in Yr 5

ATTAINMENT OF PUPIL PREMIUM COMPARED TO ATTAINMENT OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

PP Attainment Strengths	PP and non-PP Attainment small differences	PP Attainment Weaknesses
<ul style="list-style-type: none"> - Yr 3 PP attainment for 'above' ARE in RWM combined is greater than non-PP pupils - Yr 3 PP attainment for 'at' ARE for mathematics is the same as National 2024 'at' ARE - Yr3 PP attainment for 'above' ARE for mathematics is only 1% less than National ARE 'above' ARE - Yr3 PP attainment for 'above' ARE for RWM combined is the same as National ARE 'above' ARE - Yr 4 PP attainment for 'above' ARE in RWM combined is greater than non-PP pupils 	<ul style="list-style-type: none"> - Yr 3 'at' ARE in reading, SPAG, writing, mathematics and RWM combined. - Yr 3 'above' ARE in reading, writing and mathematics - Yr 4 'at' ARE in reading and RWM combined - Yr 4 'above' ARE in reading, SPAG, writing and mathematics - Yr 5 'above' ARE in writing and RWM combined - Yr 6 'above' ARE in reading and RWM combined 	<ul style="list-style-type: none"> - Yr 3 'above' ARE in SPAG - Yr 4 'at' ARE in SPAG, writing and mathematics - Yr 5 'at' ARE in all subject areas and 'above' ARE in reading, SPAG and mathematics - Yr 6 'at' ARE in all subject areas and 'above' ARE in SPAG, writing and mathematics

ATTAINMENT GAINS FOR PUPIL PREMIUM PUPILS ACHIEVING 'AT' OR 'ABOVE' ARE FROM SPRING 2025 ASSESSMENTS TO SUMMER 2025 ASSESSMENTS (INTERNAL SCHOOL MEASURES)

	PIRA % difference between Spring 2025 and Summer 2025 assessments	GAPS % difference between Spring 2025 and Summer 2025 assessments	Writing % difference between Spring 2025 and Summer 2025 assessments	Maths % difference between Spring 2025 and Summer 2025 assessments
Year 3 PP pupils	-2%	+4%	-14%	+9%
Year 4 PP pupils	-2%	-2%	-17%	+2%
Year 5 PP pupils	+2%	-3%	-6%	-12%
Year 6 PP pupils	+1%	+5%	+11%	-2%

STRENGTHS OF 'PURE' PUPIL PREMIUM ONLY (not including those also classified as SEN, EAL or late joiners) COMPARED WITH NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

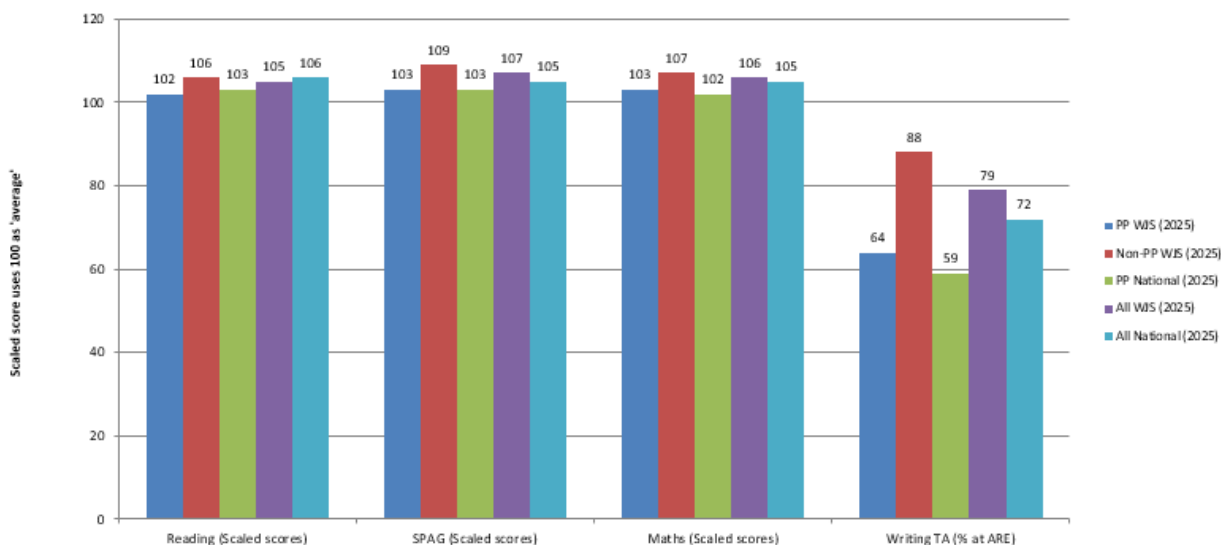
- Yr 3 pure PP attainment is greater than their non-PP peers' attainment in all subject areas except 'above' ARE in mathematics.
- Yr 4 pure PP attainment is greater than their non-PP peers' attainment in all subject areas.
- Yr 5 pure PP 'at' ARE in reading is greater than their non-PP peers' attainment.
- Yr 6 pure PP 'at' ARE attainment in reading is only 1% less than the attainment of their non-PP peers. In addition to this, Yr 6 pure PP 'at' and 'above' ARE attainment in RWM combined is within 5% of the attainment achieved by their non-PP peers.

ATTAINMENT OF YEAR 6 PUPIL PREMIUM COMPARED WITH NON-PUPIL PREMIUM (UNVALIDATED DATA)

N.B. 86 pupils were on roll during SATs, 28 of these pupils were PP. Three pupils were eligible to be disappplied from the 2025 SATs data set (2 PP pupils and 1 non-PP pupil) so the calculations below are based on 83 pupils (26 of whom are PP pupils). 2 PP pupils did not sit SATs as they were not working at KS2 level: this data includes the data for the 2 PP pupils who have significant SEN needs. Please note that the writing TAs are for 82 pupils due to a late joiner (non-PP) sitting SATs but they were not with us long enough to accurately assess their writing ability.

1) Key Stage 2 Attainment: Average Point Score

Cohort: 83 children (82 children for writing). 26 PP pupils



2) Key Stage 2 Attainment: Percentage achieving expected standard

Cohort: 83 children. 26 PP pupils

	<i>Pupils eligible for PP (WJS) 2025</i>	<i>Pupils eligible for PP (National) 2025</i>	<i>'All' national average 2025</i>
% achieving expected standard or above in reading, writing & maths	54% (0% GDS)	47%	62% (8% GDS)
% making expected attainment in reading	64% (23% GDS)	63%	75% (33% GDS)
% making expected attainment in writing (Teacher Assessment 2025)	64% (0% GDS)	59%	72% (13% GDS)
% making expected attainment in SPAG	68% (12% GDS)	60%	73% (30% GDS)
% making expected attainment in mathematics	61% (15% GDS)	61%	74% (26% GDS)

Please note that this cohort of pupils has had both Years 1 and 2 of their education significantly disrupted due to COVID-19. In addition to this, this data includes data of 3 SEN pupils, who are also PP (2 of these PP pupils have significant SEN need and did not sit this year's SATs due to not working at KS2 level).

It should be noted that our pure PP pupils, 8 children, (those that are not SEN, Late joiners or EAL) achieved the following:

	<i>Pure Pupil Premium pupils (WJS) 2025</i>	<i>'All' national average 2025</i>
% achieving expected standard or above in reading, writing & maths	63% (0% GDS)	62% (8% GDS)
% making expected attainment in reading	75% (38% GDS)	75% (33% GDS)
% making expected attainment in writing (Teacher Assessment 2025)	75% (0% GDS)	72% (13% GDS)
% making expected attainment in SPAG	75% (13% GDS)	73% (30% GDS)
% making expected attainment in mathematics	75% (13% GDS)	74% (26% GDS)

Summary

- PP scaled score attainment in reading is 2 points less than what was achieved in 2024. PP pupils have a scaled score that is 4 points behind non-PP pupils (an increase in gap by 1 point compared to 2024 results). WJS PP pupils have a scaled score 1 point less than 'PP national' and they are 4 points behind 'all national' scaled score for reading.
- PP scaled score attainment in SPAG is 2 points less than what was achieved in 2024. PP pupils have a scaled score that is 6 points behind non-PP pupils (a closing in the gap by 1 point compared to 2024 results). WJS PP pupils have a scaled score that is the same as 'PP national' but they are 2 points behind 'all national' scaled score for SPAG.
- PP scaled score attainment in maths is 1 point greater than what was achieved in 2024. PP pupils have a scaled score which is 4 points behind non-PP pupils (a closing in the gap by 3 points compared to 2024 results). WJS PP pupils have a scaled score that is 1 point more than 'PP national' but they are 2 points behind 'all national' scaled score for maths.
- PP percentage attainment in writing has increased by 17% compared to PP writing attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in writing compared to non-PP pupils is 24%, a closing in gap of 18% in the difference between PP and non-PP pupils' attainment in writing compared to last year. The percentage of PP writing attainment is 5% more than 'PP national' but 8% less than 'all national'. However, our pure PP pupils achieving at expectation in writing is 3% greater than 'all national'.
- PP percentage attainment in reading, writing and maths combined has increased by 16% compared to PP attainment in reading, writing and maths combined in 2024. The gap between the percentage of PP pupils attaining at expectation in reading, writing and maths combined compared to non-PP pupils is 19%, a closing in gap of 25% in the difference between PP and non-PP pupils' attainment in reading, writing and maths combined compared to last year. The percentage of PP reading, writing and maths combined is 7% more than 'PP national' but 8% less than 'all national'. However, our pure PP pupils achieving at expectation in reading, writing and maths combined is 1% greater than 'all national'.
- PP percentage attainment in reading has increased by 1% compared to PP reading attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in reading compared to non-PP pupils is 20% a closing in gap of 3% in the difference between PP and non-PP pupils' attainment in reading compared to last year. The Percentage of WJS PP pupils achieving at expectation in reading is 1% greater than 'PP national' but 11% less than 'all national'. However, our pure PP pupils achieving at expectation in reading is the same as 'all national' and 5% greater than all national for GDS.
- PP percentage attainment in SPAG has increased by 9% compared to PP SPAG attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in SPAG compared to non-PP pupils is 28%, a closing in gap of 6% in the difference between PP and non-PP pupils' attainment in SPAG compared to last year. The percentage of WJS PP pupils achieving at expectation in SPAG is 8% more than 'PP national' but 5% less than 'all national'. However, our pure PP pupils achieving at expectation in SPAG is 2% greater than 'all national'.

- PP percentage attainment in maths has increased by 8% compared to PP maths attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in maths compared to non-PP pupils is 23%, a closing in gap of 15% in the difference between PP and non-PP pupils' attainment in maths compared to last year. The percentage of WJS PP pupils achieving at expectation in maths is the same percentage as 'PP national' and 13% less than 'all national'. However, our pure PP pupils achieving at expectation in maths is 1% greater than 'all national'.
- The rate of progress for this cohort will not be available to analyse due to COVID-19.

We conclude that those pupil premium pupils who have additional barriers to their learning for example, SEN, late joiners and EAL are having a significant impact on our attainment results as can be seen from our pure pupil premium pupils' attainment outcomes. It should also be noted that this cohort has also been significantly impacted by the pandemic as they lost out on learning during Years 1 and 2 due to school closures.

Whitehall will continue to maintain focus to close the gap between PP and non-PP pupils' progress and attainment through the use of our pupil premium funding.

Activity in this academic year

The following details how we used our pupil premium (and recovery premium funding) this academic year to address the challenges we outlined.

Actions under 'Teaching' section:

- Throughout the academic year, a fourth class teacher has been used daily for English and mathematics lessons within Year 4 (enabling smaller classes within this year group for core lesson teaching).
- Throughout the Spring and Summer Terms, a fifth class teacher has been used daily for maths lessons within Year 5 (enabling smaller classes within this year group to address gaps in learning).
- Throughout the Spring and Summer Terms, a fifth class teacher has been used daily for maths lessons within Year 3 (enabling smaller classes within this year group to address gaps in learning).
- Throughout the academic year, a trained SEND teacher led a Year 3 and Year 4 combined English class daily for pupils not working at KS2 level.
- Throughout the academic year, a trained teacher has completed quality phonics teaching for those pupils joining our school with English as an additional language and those who have not secured their phonics at KS1. As well as this, this teacher is also running weekly 'Racing to English' classes with EAL pupils.
- Throughout the Autumn Term, a fourth class teacher was used daily for English lessons within Year 6 (enabling smaller classes within this year group for core lesson teaching).
- Throughout the Autumn Term, an additional teacher was used Mondays-Wednesdays to release the Year 6 class teachers to complete focus mathematics work with selected pupils to address gaps in their learning.
- Throughout the Autumn Term, an additional teacher was used to support focus pupils in Year 6 during their mathematics learning on Thursdays and Fridays.
- All teaching staff have completed the following CPD training so far this academic year: Spelling Shed training, Provision Map training; project Evolve PDM; Behaviour Support Training by Scott Osbourne; internal writing moderation led by our writing coordinator; online safety with Alan Mackenzie; English and Mathematics key updates PDM; handwriting PDM; SEND updates PDM; Behaviour strategies updates PDM; Prevent training; Quest writing moderation (external moderation); Mathematics: special reasoning and greater depth training by Jean Knapp; Mindlessful workshop by Dr Mary Bilton; internal writing moderation led by our writing coordinator and Music updates by our music coordinator.
- All teaching assistants have completed the following CPD training so far this academic year: Spelling Shed training, Provision Map training; Behaviour Support Training by Scott Osbourne; dyslexia assessment training by Jo Souter; Colourful Semantic training by our speech and language colleague; handwriting training by our writing coordinator; Mathematics: special reasoning and greater depth training by Jean Knapp; Mindlessful workshop by Dr Mary Bilton and 'Blank Level Questioning and using Word Mats Training' by our speech and language colleague.
- Specific staff members have completed the following CPD training so far this academic year: Leading Science - Hillingdon Learning Partnership for our science coordinator; Understanding anxiety: Helping children to manage their anxious thoughts, feelings and

behaviours for two staff members; Achievement for all Young People conferences and follow-up sessions (Words into Action) for the PP coordinator; new to Year 6 - LA online course for new Year 6 staff member; Y6 Moderation - LA online course for new Year 6 staff member; Language Link Event; reading for pleasure course for our reading coordinator; The Best of New Children's Literature with Sarah Smith course for our reading coordinator; Digital Study course for our computing coordinator; Improving Behaviour in Schools Conference 2025 for the headteacher and assistant headteacher; Visual impairment course for SENDCO and Team Teach levels 1 and 2 for four teaching assistants who work directly with SEND pupils.

- All staff have also received regular weekly emails from the National College advertising different webinars that are available to them.

- Throughout the Autumn Term, HLTAs and part time teachers followed a timetable that enabled them to release the class teacher to complete Benchmarking with their pupils.

- HLTAs have had allocated time in their weekly timetable throughout the academic year to conduct reading tasks with selected pupils (see HLTA timetables and Provision Map for evidence).

- Part-time teaching staff have released coordinators throughout the academic year to ensure Quality First Teaching of all subject areas across the school. During this time, all coordinators have completed planning monitoring for their subject across the school, conducted pupil and teacher voice with a focus on 'knowing the next steps' (after feedback from June 2023 Ofsted inspection) and follow up on outcomes from assessments/foundations quizzes.

- During the Autumn Term, the writing coordinator had weekly release to monitor the following: Spelling Shed, writing target cards/writing outcomes, handwriting and quality first teaching of English across the school.

- During the first half of the Spring and Summer Terms, the mathematics coordinator had weekly release to monitor the following: quality first teaching of mathematics across the school and planning monitoring.

- During the second half term of the Spring and Summer Terms, the reading coordinator has had weekly release to monitor reading across the school, including prosody.

- The pupil Premium coordinator has been monitoring planning, teaching and assessment of Pupil Premium pupils' progress and attainment throughout the academic year. The PP coordinator has also been providing training and inputting interventions onto the new whole school Provision Map and overseeing intervention impact for PP pupils.

Actions under 'Targeted academic support' section:

- Throughout the academic year, pupils accessed 30 minutes of Reading Plus daily on a biweekly basis. In addition to this, the children can access their Reading Plus account at home. This is showing to be having a positive impact on PP pupils' reading progress and attainment.
- Throughout the academic year, our HLTAs have been given time in their weekly timetable to work with targeted KS2 pupils on their reading skills for approximately 16 hours a week (see HLTAs weekly timetables and Provision Map for targeted chn).
- Throughout the academic year, pupils have had access to TTRS and Mathletics accounts to access as they please. In addition to this, we have held competitions using the TTRS platform and the children completed timed TTRS tasks three times a week. These accounts have also been used for catch-up work within school, and for any form of home learning e.g. illness.
- Throughout the Summer Term, 35 targeted pupils have had access to Nessy to support them with their spelling and Reading.

- The Following support groups took place throughout the Summer Term:

	Support group
Year 3	6 pupils daily English Bubbles' group (3 PP, 3 whom are also SEND, and 3 SEND) 12 pupils daily Maths Bubbles' group (2 PP, 2 whom are also SEND, and 6 SEND) 3 pupils 1:1 Literacy Box daily (1 SEND) 5 pupils 1:1 Maths box daily (3 SEND) 14 pupils 1:1 reading for decoding (4 PP, 3 whom are also SEND, and 5 SEND) 1 pupil developing useful reading skills (1 SEND) 12 pupils handwriting group (3 PP and 1 SEND) 5 pupils boys' reading book club (5 PP) 24 pupils Language Link grasp concepts (4 PP, 1 of whom also SEND, and 5 SEND) 8 pupils weekly EAL group (1 PP and 2 SEND)
Year 4	8 pupils daily English Bubbles' group (6 PP, 6 whom are also SEND, and 1 SEND) 5 pupils daily Maths Bubbles' group (5 PP, 5 whom are also SEND) 12 pupils Reading Comprehension group (8 PP, 5 whom also SEND, and 2 SEND) 6 pupils KS1 maths support (3 PP, 1 whom also SEND) 10 pupils Social Stories group (6 PP, 5 whom also SEND, and 2 SEND) 24 pupils weekly times tables group (12 PP, 4 whom also SEND, and 2 SEND) 12 pupils handwriting group (5 PP, 2 whom also SEND, and 1 SEND) 10 pupils 1:1 reading for decoding (6 PP, 4 whom are also SEND) 2 pupils New to English weekly EAL group (1 PP) 1 pupil developing useful reading skills (1 PP, who is also SEND) 12 pupils Language Link grasp concepts (9 PP, 7 of whom also SEND) 6 pupils weekly EAL group (2 PP, 1 of whom also SEND)
Year 5	6 pupils reading comprehension group (6 PP) 6 pupils daily English lesson support (3 PP, 2 whom are also SEND, and 3 SEND) 1 pupil 1:1 reading for decoding 8 pupils cusp reading group (1 PP and 1 SEND) 5 pupils weekly EAL group (2 PP)
Year 6	1 pupil developing useful reading skills (1 PP, who is also SEND) 1 pupil 1:1 reading for decoding (1 PP) 46 pupils weekly Booster classes (18 PP, 1 whom is also SEND, and 2 SEND) 13 pupils reading SATs revision group (2 PP and 1 SEND) 14 pupils maths SATs revision group (5 PP, 1 whom is also SEND, and 1 SEND) 6 pupils spelling group (3 PP) 5 pupils weekly EAL group (3 PP, 1 of whom also SEND)
Pupil Totals	310 pupils (131 PP, 56 of whom are also SEND, and 43 SEND)

- The following support groups took place throughout the Spring Term:

	Support group
Year 3	6 pupils daily English Bubbles' group (3 PP, 3 whom are also SEND, and 3 SEND) 10 pupils 1:1 reading for decoding (3 PP, 2 whom are also SEND, and 1 SEND) 16 pupils maths support group (3 PP, 1 whom is also SEND, and 5 SEND) 16 pupils daily phonics and spelling group (2 PP, 1 whom also SEND, and 1 SEND) 10 pupils weekly EAL group (1 PP and 2 SEND) 35 pupils Language Link group (8 PP, 1 whom also SEND, and 5 SEND) 12 pupils 1:1 reading for decoding (3 PP, 1 whom are also SEND and 3 SEND) 5 pupils 1:1 Maths box daily (3 SEND) 3 pupils 1:1 Literacy Box daily (1 SEND) 1 pupil developing useful reading skills (1 SEND)
Year 4	8 pupils daily English Bubbles' group (6 PP, 6 whom are also SEND, and 1 SEND) 21 pupils 1:1 reading for decoding (12 PP, 8 whom are also SEND) 7 pupils weekly EAL group (2 PP, 1 whom is also SEND) 17 pupils Language Link group (11 PP, 8 whom also SEND) 24 pupils weekly times tables group (12 PP, 4 whom also SEND, 2 SEND) 3 pupils Social Stories group (3 PP, 3 whom also SEND) 12 pupils Reading Comprehension group (8 PP, 5 whom also SEND, and 2 SEND) 12 pupils handwriting group (5 PP, 2 whom also SEND, and 1 SEND) 6 pupils KS1 maths support (4 PP, 2 whom also SEND) 1 pupil developing useful reading skills (1 PP, who is also SEND)
Year 5	6 pupils reading comprehension group (6 PP) 12 pupils Brunel Book Club (12 PP, 3 whom also SEND) 16 pupils handwriting group (8 PP, 6 whom are also SEND, and 1 SEND) 2 pupils 1:1 reading for decoding 6 pupils weekly EAL group (2 PP)
Year 6	6 pupils arithmetic borderline ARE group (1 PP) 2 pupils 1:1 reading for decoding (2 PP) 15 pupils homework group (7 PP and 1 SEND) 9 pupils Spelling Shed and Reading Plus Group (2 PP, 1 whom also SEND, and 1 SEND) 6 pupils spelling group (3 PP) 5 pupils weekly EAL group (4 PP, 3 whom are also SEND, and 1 SEND) 46 pupils weekly Booster classes (18 PP, 1 whom is also SEND, and 2 SEND) 1 pupil developing useful reading skills (1 PP, who is also SEND)
Pupil Totals	357 pupils (153 PP pupils, 101 SEND pupils)

- The following support groups took place during the Autumn Term:

	Support group
Year 3	10 pupils daily English Bubbles' group (5 PP, 5 whom are also SEND, and 5 SEND) 7 pupils EAL group (2 PP and 1 SEND) 25 pupils 1:1 reading focus group (11 PP, 3 whom are also SEND, and 5 SEND) 12 pupils handwriting group (6 PP, 1 whom is also SEND, and 2 SEND) 16 pupils maths support group (3 PP, 1 whom is also SEND, and 5 SEND) 7 pupils pre-teach EAL group (4 PP and 1 SEND) 7 pupils pre-teach boost group (2 PP, 2 whom are also SEND, and 3 SEND) 6 pupils HLTA led 1:1 reading Mon-Thu (2 PP and 2 SEND) 16 pupils number bonds & times tables group (3 PP, 1 whom are also SEND, and 5 SEND)
Year 4	35 pupils Language Link Group (15 PP, 9 whom are also SEND, and 5 SEND) 7 pupils daily English Bubbles' group (5 PP, 5 whom are also SEND, and 2 SEND) 5 pupils number facts group first half term (3 PP, 1 whom is also SEND) 5 pupils number facts group second half term (2 PP, 2 whom are also SEND, and 1 SEND) 4 pupils EAL group (1 PP) 5 pupils 1:1 reading focus group (3 PP, 1 whom is also SEND, and 2 SEND) 15 pupils times tables group (8 PP, 3 whom are also SEND, and 1 SEND) 8 pupils number bonds & times tables group (3 PP and 1 SEND) 6 pupils HLTA led 1:1 reading Mon-Thu (2 PP, 2 whom are also SEND, and 1 SEND)
Year 5	12 pupils writing support group (12 PP) 6 pupils daily English lesson support (3 PP, 2 whom are also SEND, and 3 SEND) 4 pupils daily EAL English lesson support (2 PP, 2 whom are also SEND) 4 pupils EAL group (3 PP) 6 pupils 1:1 reading focus group (2 PP and 1 SEND) 9 pupils HLTA led 1:1 reading Mon-Thu (3 PP and 3 SEND) 33 pupils times tables group (12 PP, 3 whom are also SEND, and 3 SEND)

	30 pupils spelling group (18 PP, 5 whom is also SEND, and 3 SEND) 16 pupils handwriting group (8 PP, 6 whom are also SEND, and 1 SEND) 11 pupils social skills group (4 PP, 3 whom are also SEND, and 1 SEND) 15 pupils pre-teach vocabulary (6PP, 2 whom are also SEND, and 3 SEND) 24 pupils non-home readers 1:1 reading (15 PP, 4 whom are also SEND, and 2 SEND)
Year 6	2 pupils EAL group (2 PP) 16 pupils handwriting and presentation group (3 PP) 34 pupils 1:1 reading focus group (29 PP, 4 whom are also SEND) 17 pupils arithmetic group (5 PP) 19 pupils reading comprehension group (8 PP, 1 whom is also SEND, and 1 SEND) 12 pupils growth mindset group (12 PP) 19 pupils grammar group (7 PP) 13 pupils boys' writing group (6 PP and 1 SEND) 20 pupils maths reasoning group (8 PP) 6 pupils spelling group (3 PP, 1 whom is also SEND) 6 pupils arithmetic borderline ARE group (1 PP) 5 pupils HLTA led 1:1 reading Mon-Thu (4 PP, 1 whom is also SEND, and 1 SEND)
Pupil Totals	547 pupils (268 PP, 138 SEND pupils)

- We have used the following professional services during the Summer Term:

	Number of pupils
Speech and Language	21 pupils (13 PP, 13 are also SEND, and 7 SEND)
Dyslexic assessment	5 pupils (2 PP, 1 whom is also SEND)
Visual stress assessment	0 pupils
Pupil Totals	26 pupils (15 PP, 14 whom are also SEND, and 7 SEND)

- We have used the following professional services during the Spring Term:

	Number of pupils
Speech and Language	29 pupils (14 PP, 14 are also SEND, and 14 SEND)
Dyslexic assessment	2 pupils (1 PP and 1 SEND)
Visual stress assessment	0 pupils
Pupil Totals	31 pupils (15 PP, 29 SEND)

- We have used the following professional services during the Autumn Term:

	Number of pupils
Speech and Language	22 pupils (11 PP, 11 whom are also SEND, and 10 SEND)
Dyslexic assessment	3 pupils (1 PP, whom is also SEND, and 2 SEND)
Visual stress assessment	0 pupils
Pupil Totals	25 pupils (12 PP, 24 SEND pupils)

Actions under 'Wider Strategies':

- Below outlines the number of pupils targeted for wider strategies to support well-being during the Summer Term:

	Number of pupils
Kick London Mentoring	20 pupils (11 PP, 4 of whom are also SEND, and 3 SEND)
Nurture Groups	27 pupils (16 PP, 7 whom are also SEND, and 3 SEND)
Play Therapy	3 pupils (2 PP, 2 of whom are also SEND, and 1 SEND)
Educational Psychologist	11 pupils (3 PP, 3 whom are also SEND, and 4 SEND)
Pupil Totals	61 pupils (32 PP, 16 whom are also SEND, and 11 SEND)

- Below outlines the number of pupils targeted for wider strategies to support well-being during the Spring Term:

	Number of pupils
Kick London Mentoring	20 pupils (11 PP, 4 of whom are also SEND, and 3 SEND)
Nurture Groups	27 pupils (19 PP, 9 of whom are also SEND, and 2 SEND)
Play Therapy	4 pupils (2 PP, 2 of whom are also SEND, and 1 SEND)
Educational Psychologist	5 pupils (4 PP, 4 of whom also SEND, and 1 SEND)
Behaviour Support	1 pupil (PP and SEND)
Pupil Totals	57 pupils (37 PP and 27 SEND)

- Below outlines the number of pupils targeted for wider strategies to support well-being during the Autumn Term:

	Number of pupils
Kick London Mentoring	18 pupils (9 PP, 4 of whom are also SEND, and 4 SEND)
Nurture Groups	22 pupils (15 PP, 6 of whom are also SEND, and 3 SEND)
Play Therapy	4 pupils (3 PP, 3 of whom are also SEND)
Educational Psychologist	3 pupils (2 PP, 1 off whom is also SEND, and 1 SEND)
Pad-Boxing	7 pupils (4 PP, 2 of whom are also SEND, and 2 SEND)
Behaviour Support	1 pupil (PP and SEND)
Pupil Totals	55 pupils (34 PP, 27 SEND pupils)

- Throughout the academic year, our well-being team has offered extensive support to pupil premium families, including attendance, parental engagement, health and welfare and to support uptake of families for pupil premium funding.
- During the Summer Term, we held a six-week parenting group for pupil premium pupils' families, 'Management of emotions and finding playfulness where you can' which was led by our play therapist. This was attended by eight parents.
- We have paid for four pupil premium pupils to attend breakfast club daily to improve their attendance, which is having a positive affect.
- A total of twenty targeted PP pupils received a monthly magazine subscription throughout this year to support families in supporting their child's reading.
- All classes in Years 4-6 were supplied with Issues 5 and 6 of Eureka Explores Magazines and learning journals as part of the Brunel Young Scholars programme.
- Below outlines the number of pupils targeted for wider strategies to support extra-curricular opportunities, with no cost to families for the Summer Term:

	Number of pupils
Years 3 & 4 Athletics Club	35 pupils (17 PP, 1 of whom is also SEND, and 3 SEND)
Years 5 & 6 Athletics Club	35 pupils (14 PP, 2 of whom also SEND, and 2 SEND)
Yrs 5-6 Rounders Club	37 pupils (14 PP, 1 of whom is SEND, and 2 SEND)
Yrs 5-6 Rugby Club	35 pupils (13 PP, 2 of whom also SEND and 1 SEND)
Super Star Sports Club	2 Pupils (2 PP, 1 of whom is also SEND)
Brunel Book Club	12 pupils Brunel Book Club (12 PP, 3 whom also SEND)
Year 6 Whitehall Week	4 pupils (4 PP, 2 of whom are also SEND)
Pupil Totals	160 pupils (76 PP, 12 of whom are also SEND, and 8 SEND)

- Below outlines the number of pupils targeted for wider strategies to support extra-curricular opportunities, with no cost to families for the Spring Term:

	Number of pupils
Years 5 & 6 Football Club	30 pupils (15 PP and 1 SEND)
Years 5 & 6 Netball Club	25 pupils (14 PP, 1 of whom also SEND, and 2 SEND)
Yrs 5-6 Cross Country Club	34 pupils (14 PP, 2 of whom also SEND)
Yrs 5-6 Rugby Club	35 pupils (13 PP, 2 of whom also SEND and 1 SEND)
Super Star Sports Club	1 PP pupil

Brunel Book Club	12 pupils Brunel Book Club (12 PP, 3 whom also SEND)
Pupil Totals	137 pupils (69 PP, 12 SEND pupils)

- Below outlines the number of pupils targeted for wider strategies to support extra-curricular opportunities, with no cost to families for the Autumn Term:

	Number of pupils
Years 5 & 6 Football Club	30 pupils (15 PP and 1 SEND)
Years 5 & 6 Netball Club	25 pupils (14 PP, 1 of whom also SEND, and 2 SEND)
SEND Ten-pin Bowling Trip	6 pupils (3 PP, 3 of whom also SEND, and 4 SEND)
Years 5 and 6 SHA Club	18 pupils (8 PP, 1 of whom also SEND)
Super Star Sports Club	1 PP pupil
Pupil Totals	80 pupils (41 PP, 12 SEND pupils)

- Throughout the academic year, we provided the following wider curriculum opportunities:

	Experience
Year 3	<ul style="list-style-type: none"> - Uxbridge library and St Margaret's Church trip - London Aquarium trip - Christmas carols and tea party for families - The National Gallery Trip - Police Workshop 'Clever Never Goes' - Pedestrian Training - All Year 3 classes completed a class assembly for families - Proms in the Playground workshop - Greek Workshop - Dogs Trust workshops - Ruislip Lido Trip
Year 4	<ul style="list-style-type: none"> - Roman Virtual Workshop - Natural History Museum trip - Guildhall trip - Christmas carols for families - Pedestrian training - Neasden Temple trip - All Year 4 classes completed a class assembly for families - Proms in the Playground workshop - Gunnersbury Park Trip - Dogs Trust Workshop
Year 5	<ul style="list-style-type: none"> - Fire safety workshops - Pedestrian training - All Year 5 classes completed a class assembly for families - British Museum trip - 'What is University?' assembly led by Brunel - Perform Christmas Carols to families

	<ul style="list-style-type: none"> - Rabbi in for a talk on Jewish place of worship - Wonderdome Experience in school - Police talks 'Internet Safety' - V & A Museum trip - Brunel University campus tour trip - Dogs Trust Workshop
Year 6	<ul style="list-style-type: none"> - All Year 6 classes completed a class assembly for families - Year 6 Bikeability for pupils who signed up for course - Uxbridge Bunker trip - First aid training - Perform Christmas Carols to families - St Margaret's Church trip - Young Shakespeare Company Performance of 'A Midsummer Night's Dream' - Citizenship trip at Brunel University - Whitehall Week activities (including bowling, LEGOLAND, Nerf Wars, Archery and Cooking, Go Ape and Dance workshop). - River Studies trip - 'Moving on' pedestrian training - Year 6 production to the school and families - Year 6 leavers' disco and BBQ
Whole School	<ul style="list-style-type: none"> - Brunel Young Scholar's programme 'Eureka Explorers' (not Year 3) - Black History Month - Mental Health Day - Diwali celebrations (wear celebration clothes day) - Children in Need (donation for charity) - No Pens day (support speech and language) - Christmas Fair (Enterprise work) - Christmas jumper and meal day - RAF Brass Quintet Performance - 50 children to the Viam trip - Red Nose Day (donations to charity) - World maths day - Cultural Week - Health and Fitness Week (including Sports Day, Climbing Wall, Water Safety Awareness Assembly) - Summer fair (Enterprise work)

WHAT ACTIONS FOR 2024-25 HAD MOST IMPACT:

- CPD training and release for coordinators to enable teachers to be skilled in delivering high quality, focused teaching as a priority across the school.
- Year Leaders liaising closely with PP coordinator to determine focus of intervention groups and select pupils appropriately.
- School-led intervention groups showed good progress and attainment gains.
- HLTAs, who had a timetable to complete reading focus work, working with assigned pupils on their reading and comprehension skills.
- The continued use of Reading Plus has seen an improvement in reading progress and attainment across the school.
- Use of our Kick London mentor who targeted focus pupils to build their self-confidence and self-esteem (mentoring programme run weekly on a Monday, Thursday and Friday throughout the academic year).
- Well-being Officer and PP coordinator continued to check in with our most vulnerable families and pupils throughout the academic year, including arranging a parenting group with a play therapist for eight pupil premium families.
- Whole school use of Times Tables Rockstars to improve pupils' speed of recall for times tables across the school.
- Providing a wealth of wider strategies to have a positive impact on behaviour, well-being and attendance.

ACTIONS FOR 2025-26 BASED ON THE KEY CHALLENGES TO ACHIEVEMENT AMONG DISADVANTAGED PUPILS:

Challenge number	Detail of challenge
1	Attainment gaps.
2	Attendance and SEMH needs.
3	Late joiners to the school and an increase of pupils joining with English as an additional language.
4	Reading, oracy and language
5	Dysregulation

Summary

After evaluating the school's use of the additional Pupil Premium (and recovery) funding, the evidence gathered, through the school's self-evaluation strategy, has shown that the strategies implemented have been successful and that they have had a very positive impact on the progress, standards and achievement of those pupils entitled to the additional funds.

July 2025