

Pupil premium strategy statement

Robert Piggott CE Junior School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Vanessa O'Byrne (Executive Headteacher)
Pupil premium lead	Ali Sinfield (Assistant Headteacher & Inclusion Lead)
Governor / Trustee lead	Sally Reason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,725
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 22,725

Part A: Pupil premium strategy plan

Statement of intent

At Robert Piggott CE Schools, we value and nurture each individual, aiming to ensure that every child flourishes to reach their potential. We consider the barriers that each of our children who receive the Pupil Premium grant may face and aim to provide the support and opportunities that these pupils require to overcome them.

We have high aspirations for all children in our schools; our intention is that all pupils, irrespective of their background or the challenges they face, can fulfil their potential, both academically and socially. We believe that first-quality teaching, offering a rich and varied curriculum, a personalised approach to meet children's individual needs and effective engagement with parents will have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the non-disadvantaged pupils in our school.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding.

Our strategies also target the individualised needs of our children in receipt of Pupil Premium to ensure that they are able to benefit from valuable extra-curricular activities and specific interventions, so that these children have the opportunity to achieve as well as their peers with similar starting points.

Our approach, outlined in this Pupil Premium Strategy Plan ensures a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve and has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs.

Challenges

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

Challenge	Detail of challenge
1	Ensuring good attendance.
2	Risk of disadvantaged pupils making less than expected progress than their peers with similar starting points.
3	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
4	Readiness to learn and emotional vulnerability. Some disadvantaged pupils lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
5	Some disadvantaged pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books,

libraries and technology (such as computers, Wi-Fi etc) and additional costs limits access to extra-curricular opportunities e.g. clubs, music tuition, etc.

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
To ensure high attendance for all, particularly our disadvantaged pupils.	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers will reduce and remain smaller than the national gap</p> <p>The percentage of disadvantaged pupils who are persistently absent reduces and is smaller than the national gap</p>
Improved reading attainment among disadvantaged pupils.	End of year reading outcomes in 2027 show that more than 75% of disadvantaged pupils (non-SEND) and at least 50% of disadvantaged pupils (SEND) met the expected standard.
Improved writing attainment among disadvantaged pupils.	End of year writing outcomes in 2027 show that more than 75% of disadvantaged pupils (non-SEND) and at least 50% of disadvantaged pupils (SEND) met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	End of year maths outcomes in 2027 show that more than 75% of disadvantaged pupils (non-SEND) and at least 50% of disadvantaged pupils (SEND) met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing evidenced by qualitative data from pupil voice, parent surveys and staff observations.</p> <p>Disadvantaged pupils will engage with extra curricular clubs and attend all trips including residential trips.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge addressed
Teacher and TA release time/ CPD for Maths Mastery approach through Maths Hub	Evidence from: DfE & NCETM guidance Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) EEF guidance: Improving Mathematics in Key Stages 2 and 3	2
Support staff training programme – addressing common barriers to learning and appropriate approaches/ interventions	EEF guidance: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3,4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF article on diagnostic assessment	2,3

Targeted academic support

Budgeted cost: £9,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced TAs and HLTAs provide targeted interventions (1:1 and small group) for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3
Times Table Rock Stars for all children and Nessy for pupils with identified need.	Proven effective in supporting all pupils to improve times tables recall and reading/ spelling for disadvantaged pupils as evidenced in internal data and as reported by other schools.	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the progress and attainment of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, times tables check results and our own internal assessments.

At the end of Key Stage Two, our results show that 75% of disadvantaged pupils achieved the expected standard in Reading with 50% achieving the expected standard in combined reading, writing and maths. Almost all of our disadvantaged children in other year groups made expected progress in reading, writing and maths and some children made accelerated progress in at least one area. Those pupils not making expected progress are also SEND and are receiving support from a number of external agencies in addition to in-school support.

Data from assessments support classroom experience, suggesting that the gap between disadvantaged pupils and non-disadvantaged pupils is beginning to close in reading and writing and maths. However, a degree of accelerated progress is still needed to fully close the gap and this will inform our targeted provision for 2025 - 2026.

Interventions have been wide ranging and not limited to academic support, with social and emotional work prioritised for pupils where this was a barrier to learning, supporting readiness to learn and engagement.

The portion of pupil premium funding focused on "Wider strategies" (attendance, and wellbeing and inclusion) remains a vital support for growing number of families experiencing difficulty in the current financial climate. The outcome of this spending is that these pupils have been provided with uniform, additional food (breakfast/ healthy snacks), access to breakfast club and after school activity clubs as well as supporting families for children to take part in all school trips including residential trips. The provision of nurture through ELSA based programmes continues to be a key part of supporting the wellbeing and mental health of pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NA	