

# Whitstable Junior School

## Pupil Premium Strategy Statement

### 2025/2026

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

#### School overview

Detail	Data
School name	Whitstable Junior School

Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023/2024 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Kent Headteacher
Pupil premium lead	Headteacher
Governor lead	Andrea Moorehouse

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£107,123
<b>Total budget for this financial year</b>	£107,123

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have, and have had, a social worker and young carers and those with high levels of mobility. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In addition to, targeted interventions with our experienced Learning Support Assistants to deliver small group interventions including our PP children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, expectations including social and emotional shared language – using targeted emotional literacy support and engagement in the Nurture UK schools programme.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Internal data for 2024 -2025 across all year groups shows:</p> <p><b>Year 3:</b> Lower attainment in writing for PP compared to non-PP</p> <p><b>Year 4:</b> Slower progress and attainment in maths for PP compared to non-PP</p> <p><b>Year 5:</b> Slower progress in maths for PP compared to non- PP. Lower attainment in R,W,M subjects for PP compared to non PP.</p> <p><b>Year 6:</b> Slower progress in reading, writing and maths and lower attainment in all subjects for PP compared to non- pp</p>
2	<p>The impact of emotional dis-regulation, trauma and attachment on pupil attainment is a particular cause for concern. For pupils unable to self-regulate their learning and resilience is affected. Some of these pupils are at risk of suspension.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is lower than non pupil premium pupils.</p> <p>Well-Being Data- July 2024 Total number of pupils in school: 194. Total PP: 72</p> <p>74 (38%) pupils accessed WBT. 30 PP (42%) children accessed WBT</p> <p>These findings are supported by national studies. These challenges affect the attainment of our disadvantaged pupils.</p> <p>Well being support, nurture provision, the consolidation of Zones of Regulation, a consistent behaviour policy, EBSA, counselling and referral to other services (ie school health and Early help) are all aimed at supporting the emotional resilience of these pupils and families.</p>
4	<p>Attendance for disadvantaged children remains a focus for the school.</p>

	Date	National	Whole School	PP
	2021/22	93.7	92.7	89.1
	2022/23	94.1	93	90.3
	2023/24	94.5	93.5	88.6
	2024/25		94.7	92.5
	25/26TI		95.4	92.8

Overall attendance in 2024/25 was 94.7%.  
Absence among disadvantaged pupils was 92.5% -2.2% higher than their peers.

Attendance is having an impact on disadvantaged pupils' progress, attitudes to school and attainment.

One year 5 class and one year 6 class are a particular focus for attendance support 2024-25. This year we will continue with the attendance mentor programme which targets disadvantaged pupils as this had a significant impact 2024-25.

5	A small number of children have difficulty regulating behaving following unstructured time. This then has an impact on their learning behaviours and self- regulation in lessons. Our lunchtime nurture provision, higher adult : child ratio games zone area and bespoke lunchtime timetables support the development of age appropriate play behaviours.
6	Differences in cultural capital mean that some children are not able to access wider opportunities outside of school. To ensure this imbalance is redressed, we provide access to experiences to aid with their understanding of curriculum learning and plan rich outdoor, creative and cultural experiences such as visiting local environmental locations, the theatre, art gallery, museums as well as funding outside run after school clubs and peripatetic music lessons.
7	Pupil voice data indicates a higher number of Pupil Premium than non pupil premium children have a negative view of school and don't feel a sense of belonging.

## 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
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Decrease in the attainment gap between PP (non - SEN) and non PP pupils in Reading, Writing and Maths at the end of KS2	Data details the improved attainments for the non-SEN PP pupils and indicates that the gap between these pupils and their non PP peers is decreasing in R, W and M at the end of KS 2.
Improved pupil independent learning skills noted in monitoring visits by leaders at all levels and improved levels of self-regulation noted in the BOUNCE results and well-being data collections.	Pupils demonstrate use of strategies to support learning following the metacognition skills taught and demonstrate that they are able to work more independently using skills learnt. Pupils will show a greater ability to self-regulate their behaviour using tools taught (Zones of Regulation)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including attendance at after school clubs and access for all to residential trips</li> <li>• a significant increase in attendance</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: £75,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Family Liaison Officer, Nurture practitioner and Play Therapist, work with disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	2,3,4,5
Retention of Nurture Practitioners	As above	2,3,5
Enhancement of assessment tool (INSIGHT)  Continued use of INSIGHT to ensure teacher assessments are accurate and gaps in learning are identified in a timely manner including triangulation of attendance data, engagement with other aspects of school life with pupil progress & attainment	Accurate assessments (both academic and non academic) 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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1
Enhancement of our writing teaching and curriculum in line with EEF guidance.		
Consolidation of our maths teaching and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1

<p>curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641217/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>To embed the use of consistent routines, the use of scripts to support behaviour management, the consolidation of our 3 rules: be safe, be kind, be respectful and further development of establishing a relational approach to behaviour.</p> <p>(When the adults Change – Paul Dix and Tom Bennett’s work will be drawn on)</p> <p>Termly staff supervision</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2,3,5
<p>To embed the use of Zones of Regulation. Introduced at a Universal level.</p> <p>Continued use of nurture nooks / calm areas in classrooms to support emotional regulation.</p> <p>Headteachers assemblies with a focus on ‘manners’. / expected behaviour.</p>	<p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation seek to improve levels of self-control and reduce impulsivity. Self regulation strategies overlap with Social and emotional learning strategies and Behaviour interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	

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

Budgeted cost: **£19,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support using a range of intervention programmes delivered by trained staff and teachers.	<p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>Targeting 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 groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1
Tutoring for catch-up, stay-up.	<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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

## Wider strategies

Budgeted cost: **£10,123**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide high quality well-being support using both	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school	3

<p>targeted and reactive programmes of support.</p> <p>Provide CPD for all staff.</p> <p>Continue to embed the strategies used.</p>	<p>and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Provide lunchtime nurture club, access to play zone and timetabled lunchtime support with a focus on positive play priority given to those who need this.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2,3,5
<p>Provide funding to enable Pupil Premium (PP) children to access wider opportunities by making them affordable, including music tuition and sports clubs.</p> <p>Providing free places for Pupil Premium children at paid for after school clubs.</p> <p>Providing financial support to all Pupil Premium families for residential trip and all school trips.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	4,6
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a> advice.</p> <p>This will involve:</p> <p>Introducing mentors for targeted PP families.</p> <p>Reward time for targeted groups</p> <p>Whole school incentive and reward programme.</p> <p>Free breakfast club places</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £105,120**

## **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.

We have analysed the performance of our school's disadvantaged pupils during the 2024/5 academic year using key stage 2 performance data and our own internal assessments. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has remained. However, progress from KSI shows a significant number of PP children at the end of KS2 performed better demonstrating accelerated progress.

Whilst absence among disadvantaged pupils was higher than their peers in 2024/25 the actions implemented have had a positive impact on reducing this gap. Our observations and assessments demonstrated that pupil behaviour improved last year for all year groups. There was a significant decrease in exceptional behaviours and suspensions. Challenges in relation to wellbeing and mental health remain.

#### **Attainment and Progress**

This chart below shows attainment for those children who are eligible for Pupil Premium funding based on end of Key Stage outcomes for children 2024/2025. These figures are based on End of Key Stage 2 SATs for year 6 and teacher assessment for other year groups.

##### **Year 3**

Reading – insignificant gap; Writing – insignificant gap; Maths- significant gap

##### **Year 4**

Reading, writing and maths – significant gap

## Year 5

Reading, writing and maths – significant gap

## Year 6 (2024/5 SATs)

Reading and maths– significant gap; writing insignificant gap

Pupil Attainment 2024-25 comparing Pupil Premium with all pupils.

Pupil Attainment Term 6 2025 Whitstable Junior Sch (KS 1 scores are shown in brackets)	Year 3 Term 6 2025 (All pupils 32 ch) (SEN 6ch) (PP: 11 ch) (5G:6B) (Girls: 15 ch) (Boys: 17 ch)		Year 4 Term 6 2025 (All pupils 60 ch) (SEN 10ch) (PP: 19 ch) (10G:9B) (Girls: 29 ch) (Boys: 31 ch)		Year 5 Term 6 2025 (All pupils 50 ch) (SEN 17ch) (PP: 23 ch) (7G:16B) (Girls: 19 ch) (Boys: 31 ch)		Year 6 Term 6 2025 (All pupils 53 ch) (SEN 19ch) (PP: 12 ch) (4G:8B) (Girls: 20 ch) (Boys: 33 ch)	
	AES %	GD %	AES %	GD %	AES %	GD %	AES %	GD %
AES % (at the expected standard or above)								
GD % (working at greater depth)								
R,W,M combined (all pupils)	56 (82)	19 (13)	53 (69)	13 (12)	38 (32)	2 (0)	68 (52)	13 (9)
R,W,M combined (PP pupils)	36 (60)	9 (0)	37 (42)	0 (0)	17 (18)	0 (0)	50 (18)	0 (0)
Reading (PP pupils)	72 (70)	45 (10)	58 (53)	11 (11)	34 (27)	4 (0)	59 (18)	17 (0)
Writing (PP pupils)	63 (70)	18 (0)	48 (42)	6 (5)	17 (23)	0 (0)	75 (18)	0 (0)
Maths (PP pupils)	36 (70)	9 (0)	53 (63)	0 (0)	30 (45)	0 (0)	50 (18)	0 (0)
GPS (PP pupils)	64	9	37	11	4	0	50	0
Reading (all pupils)	78 (78)	50 (28)	73 (70)	23 (23)	60 (54)	22 (6)	79 (58)	34 (15)
Writing (all pupils)	65 (75)	31 (19)	63 (62)	18 (20)	46 (34)	4 (0)	79 (49)	21 (11)
Mathematics (all pupils)	66 (75)	28 (19)	63 (70)	18 (13)	50 (52)	8 (0)	77 (56)	15 (9)
GPS (all pupils)	65	34	57	20	36	6	68	19

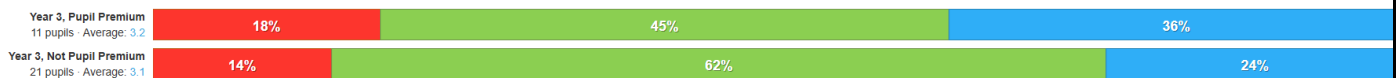
## In year Progress data 2024-2025

The charts below compare progress data of disadvantaged pupils with non-disadvantaged pupils.

### Year 3

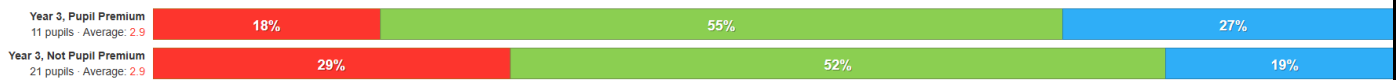
#### Reading

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



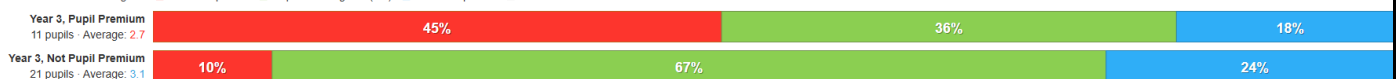
#### Writing

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



#### Maths

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



## Year 4 in year progress

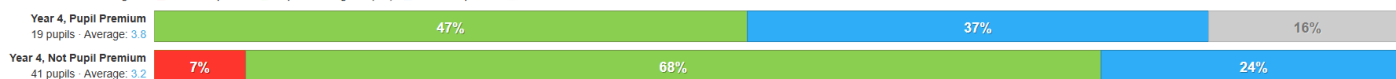
### Reading

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



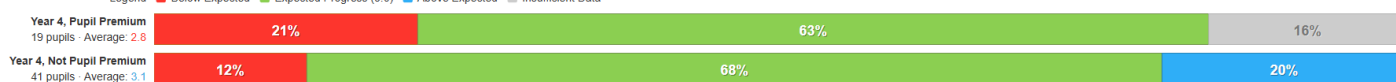
### Writing

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



### Maths

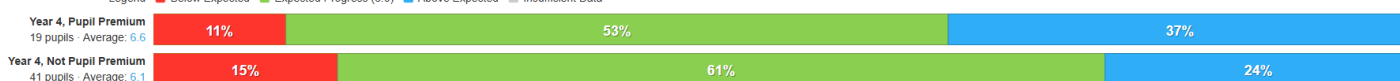
Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



## Year 4 Key stage progress

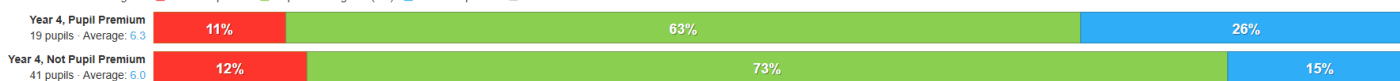
### Reading

Legend ■ Below Expected ■ Expected Progress (6.0) ■ Above Expected ■ Insufficient Data



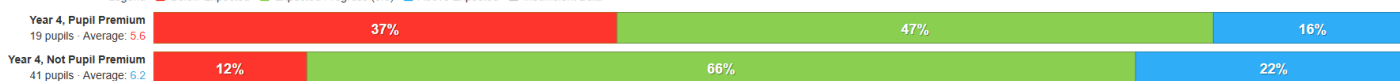
### Writing

Legend ■ Below Expected ■ Expected Progress (6.0) ■ Above Expected ■ Insufficient Data



### Maths

Legend ■ Below Expected ■ Expected Progress (6.0) ■ Above Expected ■ Insufficient Data



## Year 5 in year progress

### Reading

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



### Writing

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



### Maths

Legend ■ Below Expected ■ Expected Progress (3.0) ■ Above Expected ■ Insufficient Data



## Year 5 key stage progress

### Reading

Legend: Below Expected (Red), Expected Progress (9.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



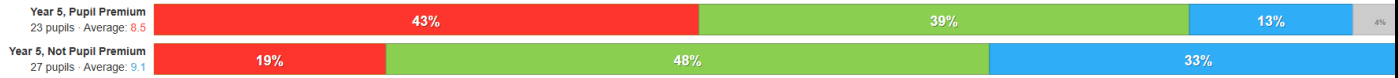
### Writing

Legend: Below Expected (Red), Expected Progress (9.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



### Maths

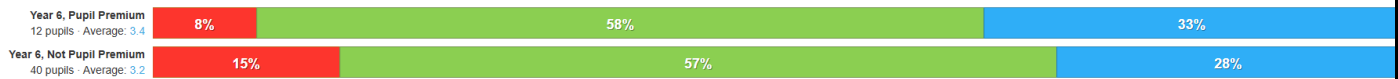
Legend: Below Expected (Red), Expected Progress (9.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



## Year 6 in year progress

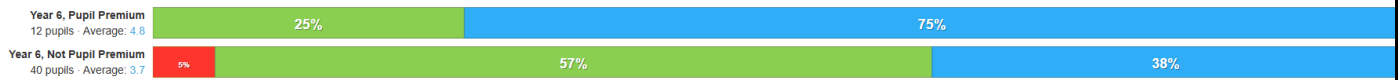
### Reading

Legend: Below Expected (Red), Expected Progress (3.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



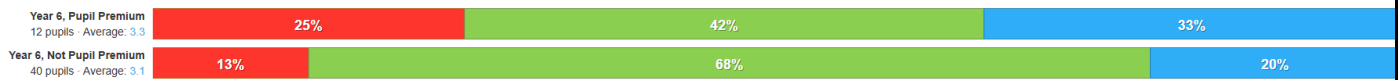
### Writing

Legend: Below Expected (Red), Expected Progress (3.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



### Maths

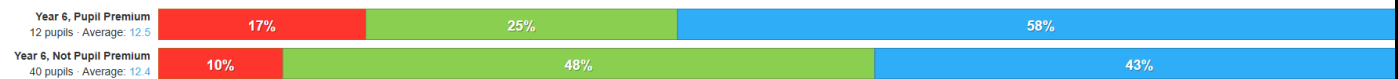
Legend: Below Expected (Red), Expected Progress (3.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



## Year 6 Key stage progress

### Reading

Legend: Below Expected (Red), Expected Progress (12.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



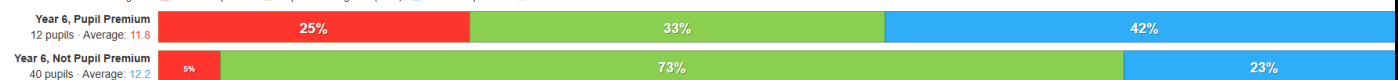
### Writing

Legend: Below Expected (Red), Expected Progress (12.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



### Maths

Legend: Below Expected (Red), Expected Progress (12.0) (Green), Above Expected (Blue), Insufficient Data (Grey)



## End of Key Stage Outcomes Progress:

58% of PP children made accelerated progress in reading, 50% in writing and 42% in maths. Demonstrating the impact of additional support, adapted teaching and challenge for this cohort.

**Attendance:**

Date	National	Whole School	PP
2021/22	93.7	92.7	89.1
2022/23	94.1	93	90.3
2023/24	94.5	93.5	88.6
2024/25		94.7	92.5
25/26T1		95.4	92.8

**2024-2025: The schools data demonstrates the positive impact of action taken to close the gap for PP attendance.**

**Well being:**

2024-25:

Total number of pupils in school: 194. Total PP: 72

74 (38%) pupils accessed WBT. 30 PP (42%) children accessed WBT

**Nurture Provision**

2024-25: 17 children attended Nurture provision. 12 of these children were disadvantaged.

**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
Staff Supervision	JP Supervision
Staff Coaching	<a href="https://sarahfox.co.uk/">https://sarahfox.co.uk/</a>

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.