

# Pupil premium strategy statement – Duncton CE Junior School (25-26)

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	50
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25, 2025/26 and 2026/27
Date this statement was published	11/12/25
Date on which it will be reviewed	Autumn Term – 2026/27
Statement authorised by	Charles Beckerson
Pupil premium lead	Charles Beckerson
Governor / Trustee lead	Henrietta Aparicio

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,690
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,690

# Part A: Pupil premium strategy plan

## Statement of intent

We strive to ensure that children from disadvantaged backgrounds have the same opportunities as their peers to engage fully in our rich curriculum and extra-curricular activities. Quality first teaching lies at the heart of our curriculum delivery with enhanced targeted academic support for those children who need to catch up with their learning. We aim to ensure that all children, irrespective of their backgrounds, attend school every day and that they are in a ready state to learn.

Since the pandemic, we have seen a significant rise in children's social and emotional needs. In response, we provide tailored support through ELSA, play therapy, and high-quality PSHE teaching to nurture their social, emotional, and mental health (SEMH).

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oracy</b> Assessments, observations, and pupil discussions reveal underdeveloped oral language skills and vocabulary gaps, particularly among disadvantaged children.
2	<b>Reading Fluency</b> Assessments, observations, and pupil discussions indicate that disadvantaged children often face greater challenges with reading fluency than their peers.
3	<b>Maths Fluency</b> Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	<b>Social and Emotional Needs</b> Some children face social and emotional challenges, including anxiety, low confidence, and a lack of resilience, expectations, and boundaries, which affect both their wellbeing and attainment.
5	<b>Attendance</b> Our Autumn term (2025) attendance data indicates that attendance among disadvantaged pupils has been 0.5% lower than for non-disadvantaged pupils. Despite being higher than National, our intention is to close this gap further.

## 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
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.
Improved reading and writing attainment among disadvantaged pupils.	Percentage of disadvantaged pupils achieving EXS in reading and writing shows an upward trend and is in line with or exceeding their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Percentage of disadvantaged pupils achieving EXS in maths shows an upward trend and is in line with or exceeding their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing: qualitative data from pupil voice, pupil and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers to reduce further.

## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching CPD for all teaching staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3

Phonics and early reading online CPD for teachers and teaching assistants for children who need to catch up following their infant education (Little Wandle)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2
High-quality, language-rich texts are chosen by staff to support and encourage writing.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2
Use GL Assessment Progress Tests for Maths, English and Science to identify gaps and progress over time. Continue to purchase additional high quality resources to support the teaching of Maths mastery (e.g. White Rose Premium and TT Rockstars).	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 2, 3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group 'same day' interventions for maths in line with the White Rose mastery approach.	<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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3
CPD for ELSA	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	4
IDL intervention for dyslexia and dyscalculia	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/926052/specific-learning-difficulties-spld-cst-report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/926052/specific-learning-difficulties-spld-cst-report.pdf</a>	1, 2, 3

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

Budgeted cost: £1,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	4, 5
De-escalation techniques and changing perceptions of pupil behaviour CPD	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	4, 5
Fund/part fund trips and clubs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <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>	4, 5

**Total budgeted cost: £8,690**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Due to there being very few eligible pupils for the pupil premium in 2025/26, please ask to speak to the Headteacher for further information.