Pupil premium strategy statement School overview

Detail	Data
School name	Toftwood Junior School
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	20%
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	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Pedlow Headteacher
Pupil premium lead	Amanda Bell (Executive Deputy Head) Kirsty Morgans (Inclusion Lead)
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,790
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,790

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding is given to schools to support eligible groups of children. Toftwood Junior School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning. We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Pupil premium children often need nurturing to develop curiosity and the appropriate skills for the next stage in their learning. We aim to provide experiences, support and resources to ensure these children achieve at least equal progress to other children with similar starting points.

We recognise that with our children we need to; invest in building on and extending currently identified skills, to identify gaps in and barriers to learning through assessment, to further develop children's independence in learning, to deepen their self-esteem, their motivation for learning and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

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.

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*

Challenges

Challenge number	Detail of challenge
1	*Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In general, these are more prevalent among our disadvantaged pupils than their peers.* *Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children need SALT intervention.*
2	*Gaps in reading and maths.* Some pupils who qualify for Pupil Premium funding have specific SEND needs.
3	*Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.* *As a result of some difficult home circumstances, additional support is required for some of our disadvantaged children to develop confidence and self-worth.* *Some of our disadvantaged children have a level of safeguarding concern related to their family situations. This can cause anxiety, worry and emotional difficulties as the children cannot engage in their learning when their emotional well-being is affected.* *Some parents of disadvantaged children may feel isolated or may benefit from support in order to support their child/children with their learning at home. Some parents may have experienced eviction which can impact on the ability for families to support children with learning at home and focus on school learning during challenging times.*
4	*Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils.*
5	*A small proportion of our disadvantaged children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning.*

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, understanding and	*Assessments and observations indicate significantly improved oral language, understanding and ability to understand more complex instructions and questioning among disadvantaged pupils. This is*

vocabulary among disadvantaged pupils.	*evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.*
Improved reading attainment among disadvantaged pupils.	*KS2 reading outcomes in 2024/25 for disadvantaged children are in line with the National average.*
Improved maths attainment for disadvantaged pupils.	*KS2 maths outcomes in 2024/25 for disadvantaged children are in line with the National average.*
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	*Sustained high levels of wellbeing from 2024/25 demonstrated by:* • *qualitative data from student voice, student and parent surveys and teacher observations* • *increased confidence and self-worth* • *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.	*Sustained high attendance from 2024/25 demonstrated by:* • *The overall attendance rate for the small proportion of our disadvantaged children who have less than satisfactory attendance or a number of late arrivals improves in line with their peers.*

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: Approximate cost: £101,623.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. *Training for staff to ensure assessments are interpreted and administered correctly.* *Speech and Language Therapy (SALT) – ongoing training.*	*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:* *Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF*	1, 3

Talk Boost – training for staff as required.		
Embedding SALT and Talk Boost activities. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. *We will purchase resources and fund ongoing teacher training and release time.*	*There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:* *Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF*	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. *We will fund teacher release time to embed key elements of guidance in school and to access Maths Consortium meetings and CPD.*	*The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:* *Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)* *The EEF guidance is based on a range of the best available evidence:* *Improving Mathematics in Key Stages 2 and 3*	2
Improve the quality of social and emotional (SEL) learning. *SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.* *Emotional Literacy Support Assistant (ELSA) – ongoing training.* *Drawing for talking approach will be used to support social and emotional wellbeing.* *YMCA – play therapy and family support purchased.* *Family Support Advisor (FSA) employed to support the needs of families.*	*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):* *EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)*	3, 4

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

Budgeted cost: Approximate cost: £1733.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. *Talk Boost – training for staff as required.*	*Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:* *Oral language interventions | EEF (educationendowmentfoundation.org.uk)*	*1*
Purchase of YMCA therapeutic support tailored to meet the specific needs of the children and their families, to ensure they are able to understand their feelings and emotions, have strategies to deal with them and be successful in school and home life.	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: *One to one tuition | EEF (educationendowmentfoundation.org.uk)* Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: more intensive programmes for families in crisis *Parental Engagement / EEF (educationalendowmentfoundation.org.uk)*	*4*
Accelerated Reader, MyMaths and TTRockstars purchased to support children's learning in school and at home.	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: *One to one tuition | EEF (educationendowmentfoundation.org.uk)* On average, individualised instruction approaches have an impact of 4 months' additional progress. *Individualised Approaches / EEF (educationendowementfoundation.org.uk)*	*2*

Emotional Literacy Support Assistant (ELSA) to support children with emerging social and emotional needs and wellbeing.	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: *One to one tuition | EEF (educationendowmentfoundation.org.uk)* The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. *Mentoring / EEF (educationendowmentfoundation.org.uk)*	*3, 4*
Staff trained in Reading Matters to support the children to develop a love for reading, interest and extend vocabulary. *Staff trained to deliver Reading Gladiators to develop the reading abilities of greater depth children.*	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: *One to one tuition | EEF (educationendowmentfoundation.org.uk)* And in small groups: *Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF* Targeted tuition to extend greater depth children. *Mastery learning / EEF (educationalendowmentfoundation.org.uk)* The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	2
Purchase of therapeutic support tailored to meet the specific needs of the children, to ensure they are able to understand their feelings and emotions, have strategies to deal with them and be successful in school and home life. *Purchased through Paddy Venner, life coach.*	The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. *Mentoring / EEF (educationendowmentfoundation.org.uk)*	3, 4

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

Budgeted cost: Approximate cost: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the management of wellbeing approaches with the aim of developing a sustained wellbeing ethos across our school for our children.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. *This will involve training and release time for staff to develop and implement new procedures.*	*The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.*	5
Contingency fund for acute issues.	*Based on our experiences, 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

Total budgeted cost: £120,028.68

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 2022 to 2023 academic year.

Intended Outcome: Improved oral language skills, understanding and vocabulary among disadvantaged pupils.

The table below shows the KS2 English grammar, punctuation and spelling outcomes for the academic year 2024-25.

	School/Pupil Premium	All Pupils at Juniors	National Average
Average Scaled Score	98.8	101.5	105
Percentage achieving EXP+	36.7%	68.7%	72%

Please note, for the above two intended outcomes, a high proportion of disadvantaged children are also SEND and have specific support and needs/an EHCP.

Senior Leaders and the Governing Body review this information alongside the Inclusion Nutshell document to ensure full oversight.

Children have had access to Talk Boost, IDL and personalised 1:1/group interventions to support them with their oral language skills, understanding and vocabulary including spelling, punctuation and grammar. Assessment data collected showed that children made progress in their confidence, social skills and oral language when completing these interventions.

The table below shows the progress made by children accessing the spelling IDL intervention. Children on average made 1year 3months progress.

Intended Outcome: Improved reading attainment among disadvantaged pupils.

The table below shows the KS2 reading outcomes for the academic year 2024-25..

	School/Pupil Premium	All Pupils at Juniors	National Average
Average Scaled Score	101.1	104.5	105
Percentage achieving EXP+	45.5%	71.1%	73%

Children have benefited from interventions such as Reading Matters, tailored 1:1 support, Reading Gladiators (for above expected children) to support their reading. Reading has been closely monitored through Accelerated Reader and teacher assessments to ensure children make progress and have access to an appropriate intervention when necessary.

Children on average made 5 months progress in a 10-week period, after completing the Reading Matters intervention.

Intended Outcome: Improved maths attainment for disadvantaged pupils.

The table below shows the KS2 maths outcomes for the academic year 2024-25..

	School/Pupil Premium	All Pupils at Juniors	National Average
Average Scaled Score	99.1	101.5	104
Percentage achieving EXP+	45.5%	67.5%	73%

Intended Outcome: To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Through the monitoring of interventions provided to sustain improved wellbeing, assessments and data shows that children have made progress and have been well supported. The Family Support Worker has worked with 30 families across the Junior School setting. Work has taken place in supporting families to access financial support, clothing banks, access to wellbeing services such as Just One Norfolk and also run EHAP meetings to support families. The FSW has worked closely with outside agencies to ensure school had the most up to date information and was able to signpost families to the most appropriate support.

The ELSA and Drawing for Talking interventions have supported 21 children across the school. Pre and post test data shows that children made progress in their self-esteem and wellbeing following the intervention.

Parent voice: '*I just wanted to let you know, the past week my child has been a completely different child. She has been fantastic at bedtime and in the mornings. Even at the weekend she's been amazing. I think the ELSA sessions are definitely helping.*'

The YMCA therapy has worked with 9 children. The 12-week set of weekly sessions has given the children the opportunity to develop their emotional regulation and increase their confidence and resilience. The children have had the opportunity to express any worries and celebrate successes.

Paddy Venner; Life Coach, has worked within Year 5 and 6, providing 1:1 support and group sessions for signposted children who require intervention to develop emotional resilience. He has also completed the Active 8 course with all Year 6 classes. This is designed to make children recognise characteristics relating to self-esteem, ambition, attitudes to life, perceptions and how their words and choices impact on themselves and others. Regular feedback and pupil voice shows the children who have accessed these interventions have benefited.

Intended Outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

As a school we aim to keep attendance at 92% or above. The attendance for disadvantaged children during 2024-25 on average was 93.88% of which 8 children (15.1%) have been monitored and support is provided by the schools and County attendance team.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
TTRockstars	Maths Circle Ltd
MyMaths	MyMaths
IDL	IDL/Ascentis