

Pupil Premium Strategy Statement 2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	New Silksworth Junior Academy
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	96.49%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Mincher (Acting HT)
Pupil Premium Lead	Ashleigh Blake
Governor / Trustee Lead	Governor: Jan Prater Trustee: Lana Totty

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£162,036
Pupil Premium Funding carried forward from previous years	0
Total budget for this academic year	£162,036



Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objective is that ALL pupils make good progress and achieve high attainment across the curriculum, no matter of their background or what barriers they face. We are determined to diminish the attainment gap between disadvantaged pupils and their non disadvantaged peers, including the high attaining group. The focus of our strategy is to support disadvantaged pupils to achieve high attainment across all subject areas, making good progress.

We recognise that many of our pupils face challenges and are vulnerable because of their circumstances so this strategy considers their needs too, regardless of whether they are disadvantaged or not. Our Pupil Premium Grant, in addition to school's own budget, will be effectively spent, with this strategy ensuring it supports our pupils to reach their potential and enables them to make good progress.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- Continue with our whole school approach where ALL staff take responsibility for ALL pupils' outcomes and have high expectations of what they can achieve, including disadvantaged pupils
- Maintain excellence in all we do, including quality first teaching and ensuring our pupils continue to be challenged in their learning
- Ensure leaders consistently act quickly to intervene at points needs are identified including responding to assessment outcomes, staffing, children's well-being and behaviour.

Challenges

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

Challenge number	Detail of challenge
1	Our data indicates that the outcome for disadvantaged pupils is below that of their peers in Reading, Writing, and Maths.
2	Our attendance data indicates that a high proportion of persistent absentees are disadvantaged pupils which is negatively impacting on disadvantaged pupils' progress.
3	Our observations and discussions with pupils and families have identified increasing social and emotional issues for many disadvantaged pupils. Teacher requests for support from our Social Inclusion Officer, Thrive support and SENDCo support are increasing. These challenges particularly affect disadvantaged pupils' attainment.
4	Our observations and discussions with parents and carers of disadvantaged pupils have identified that skills to support their child's education are limited, and for some pupils, aspirations at home are low and therefore there is a lack of family engagement.
5	We have identified that many of our disadvantaged pupils have limited experiences of the world in which they live.

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
Accelerated progress in Reading, Writing and Maths for disadvantaged pupils particularly in Year 6 (Year 5 cohort 2024/25)	A greater proportion of children achieve ARE, diminishing the attainment gap between them and their non-disadvantaged peers.
To achieve and sustain improved attendance for all of our pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils improves so that it is more in line with national attendance. The percentage of disadvantaged pupils who are persistently absent reduces so it is in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	An increase in participation in enrichment activities, including Thrive groups, particularly among disadvantaged pupils. Qualitative data from pupil voice, surveys and teacher observations

<p>Parents and carers feel they are equipped to support their child's learning at home.</p>	<p>More parents and carers of disadvantaged pupils engage with school. Qualitative data from parent survey, parent attendance to workshops, consultations and increased communication from those hard to reach.</p>
<p>More opportunities are on offer so pupils have a range of experiences in school and out, beyond the local area.</p>	<p>Increased participation in a breadth of experiences, particularly our disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching Budgeted cost: 113,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to partially fund the SLT out of class role and provide opportunities for internal skills sharing/modelling/coaching/collaborative planning with subject leads.	<p>Effective whole school positive culture and implementation, focused on ensuring consistently highly effective classroom practice, including quality assurance, monitoring and evaluation by high quality leaders is key to the success of this strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/implementation https://evidencebased.education/great-teaching-toolkit-cpd/</p>	
Continue to fund training to ensure quality first teaching Purchase training for teachers (NCL, The Great Teacher Toolkit)	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Pupil Premium Guidance EEF</p>	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for those pupils who did not pass the check in KS1.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p>Phonics Toolkit EEF</p>	1

<p>Enhancement of our Reading teaching and curriculum planning. We will fund time to release our teachers to attend reading (reciprocal reading) CPD and to deliver in school support for staff.</p> <p>Purchase of diagnostic assessment Reading Plus.</p>	<p>Reading Plus is an approved evidence based academic intervention that uses personalised instruction to improve pupils' reading proficiency. Reading Plus develops comprehension, fluency, stamina, vocabulary, and motivation to read in pupils. Reading Comprehension activities are high impact (on average +6 months). Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF).</p>	<p>1</p>
<p>Enhancement of our Writing teaching and curriculum planning. We will fund time to release our teachers to attend writing CPD, and to deliver in school support for staff as well as releasing teachers to attend moderation sessions with peers from other schools in the trust</p>	<p>Effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	<p>2, 3</p>
<p>Enhancement of our Maths teaching and curriculum planning to ensure a consistent approach to teaching maths. We will fund time to release our teachers to attend Maths CPD and to deliver in school support for staff.</p> <p>Cost of White Rose Maths resources</p>	<p>Staff are trained to use effective nationally proven resources that we buy into (Planpanion, White Rose maths)and to pick out the most effective resources to suit our children</p> <p>White Rose Maths focuses on deep conceptual understanding, reasoning and problem solving. This structured approach ensures consistence across the school and uses a CPA approach. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may</p>	<p>1</p>

	<p>have missed learning, or take longer to master new knowledge and skills. Toolkit EEF</p>	
<p>Mental Health and Social well-being CPD, including The Thrive Approach, so that various strategies can be implemented across the whole school to support children's emotional needs and to work with parents and carers to further support them.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice</p>	<p>3, 4, 5</p>

Targeted academic support Budgeted cost: £24,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide school-led tuition for pupils who need to make accelerated progress. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Small group tuition has an average impact of 4 months additional progress over the course of a year. Small group tuition is effective if it is targeted at pupils' specific needs.</p> <p>Toolkit EEF</p>	<p>1</p>

Additional group support targeted at cohorts with a significant number of disadvantaged pupils.		
Use of targeted intervention resources, for example, Third Space, to support one to one tuition.	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. EEF</p> <p>Pupils receiving Third Space Learning 1:1 tutoring made 7 months' progress in just 14 weeks in an independent trial with Rising Stars.</p> <p>Ai tutor adapts lessons in real time based on pupil responses so this ensures misconceptions are addressed immediately.</p>	1

Wider strategies Budgeted cost: £24,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through our Social Inclusion Officer and Mental Health Lead, offer additional support to children with mental health, well-being and/or emotional needs we identify	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, behaviour and attendance).</p> <p>EEF Social and Emotional Learning</p>	2
Delivery of The Thrive Approach so pupils are ready to learn, supporting behaviour and improving attendance	<p>Following DfE guidance from 'Improving School Attendance', additional capacity will enable us to engage with families in particular those who are persistent absentees. Working with partners enables us to work with additional agencies to form action plans and address them together with families.</p> <p>EEF found that SEL (Social and Emotional Learning) interventions improves outcomes especially for disadvantaged pupils.</p>	2,3

	Thrive has been proven to reduce exclusions by 27% and severe absence rates by 15% compared to national averages.	
Offer Parent Workshops to increase engagement and support them to acquire the necessary skills so that they can support their child with their learning.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	4
Contingency funding to support disadvantaged pupils cost of visits, uniform/resource needs.	We have identified a need to ensure all pupils experience what school has to offer and therefore we want no child to miss out on opportunities and want to ensure we poverty proof.	2, 3
Through online programmes and curriculum schemes e.g. Rights Respecting Schools Award,	The specialist online resources helps to support children experience different cultures and perspectives through videos, assemblies and whole class discussions. Experiences can be a	3,5
and PSHE Association resources we will teach the children their rights and expand their experiences to support them with their understanding of the world.	barrier to attainment. Using this resource the children will have better understanding of the wider world and the needs of others. Staff actively teach development of character, SMSC and citizenship to ensure children are taught strategies to support their growth as a well-rounded citizen but also to develop aspirations that we know are sometimes low at home.	
Assessments to be carried out by Educational Psychologist	Evidence shows that on average children from disadvantaged backgrounds have weaker SEL than their peers. Social and emotional learning approaches have a positive impact on academic outcomes as well as improve SEL skills to support children to engage in healthy relationships with peers and emotional self-regulation. EEF Toolkit 3,5 Some of our PP children also have special educational needs and we believe that an educational psychologist	1,3



assessment with help our teachers give the best possible support.



Total budgeted cost: £ 162,036

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.

KS2 Outcomes for disadvantaged pupils – Summer 2025

2025	Reading School	Writing School	Maths School	RWMC School
Disadvantaged	52%	63%	52%	37%
Others	88%	92%	75%	63%
Gap	-36	-29	-23	-26

Outcomes in KS2 suggest that strategies to strengthen Reading, Writing and Maths will be a focus in the Year 205/26 strategy.

Outcomes for disadvantaged pupils in KS2 outcomes across the school

	Reading		Writing		Maths	
	2024	2025	2024	2025	2024	2025
Y3 24/25	79%	69%	67%	66%	79%	72%
Y4 24/25	75%	82%	75%	77%	68%	82%
Y5 24/25	73%	57%	65%	67%	83%	74%
Y6 24/25	75%	52%	87%	63%	75%	52%

The disadvantaged outcomes for the 2024/25 academic year demonstrate that in most areas disadvantaged pupils have not made the desired progress. Our strategy for 2025/2026 will focus on strengthening the teaching of core subjects through ensuring consistent teaching, targeted academic interventions and the use of effective catch-up programmes.

Table to show the attainment gap between disadvantaged and others from 2024 to 2025

	Reading		Writing		Maths	
	2024	2025	2024	2025	2024	2025
Y3 24/25	+1	-19	-4	-4	-2	-30
Y4 24/25	-7	-14	+7	+2	-4	-12
Y5 24/25	-15	-12	-17	-1	-21	-16
Y6 24/25	-23	-36	-16	-29	-11	-23

Our teacher assessment during 2024/2025 suggested that the performance of disadvantaged pupils was lower than their peers in most year groups, in Reading and Maths. In addition, the gap has widened in Reading and Writing therefore our strategy for 2024/2025 will focus on narrowing the gap between disadvantaged pupils and non-disadvantaged pupils.

Engaging with families of pupils we have identified as vulnerable, including those who are disadvantaged, remains a priority.

Group	2022/23	2023/24	2024/25
Pupil Premium	92.4%	94.1%	93.6%

We are committed to supporting our children so that they are ready to learn by supporting behaviour and helping children with their mental health and the Thrive approach used in school has shown a positive impact in developing this. Strategies from CPD are beginning to show an impact and will be strengthened in the upcoming year.

We are committed to providing additional experiences for children who receive pupil premium funding. This has meant that a large number of children have attended free after school clubs and had increasing opportunities to develop learning in areas of expertise and identified talents.