

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Elson Junior School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	134/312 43%
Academic year/years that our current pupil premium strategy plan covers	September 2025 – July 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Paradine, Headteacher
Pupil premium lead	Kate Stubbings
Governor / Trustee lead	Joanne Rooke

Funding overview

Detail	Amount – April 2025 – March 26
Pupil premium funding allocation this academic year	94 PP pupils @ £1,515 per pupil = £142,410 32 Service pupils @ £350 = £11,200
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	£153 610

Part A: Pupil premium strategy plan

Statement of intent

Our school values at Elson Junior School underpin our belief that every pupil, regardless of background or barrier to learning, can attain well. Our Governors, leaders and teachers believe that the greatest impact comes from the quality of pupils' classroom experience.

We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily. This is key in promoting their self-confidence, self-esteem, participation in learning and positive social interaction. Our class teachers have the highest expectations of all pupils. Pupils are supported to work constantly to aspire to their personal best, which raises self-esteem and contribution. We use interventions in a targeted way, so children are where they should be – participating in the classroom as much as possible.

At Elson Junior School we understand the social, emotional and wellbeing needs of our pupils before deciding how to approach their academic needs. This holistic approach helps our pupils to improve their self-confidence, self-regulation, metacognitive strategies, and improves their self-esteem. Every Elson family is different and requires a bespoke approach. What we learn from our local community and families always informs teaching and learning, and social, emotional and wellbeing support strategies.

We aim to foster positive, consistent relationships throughout. We know that if you provide high-quality teaching that is effective for disadvantaged pupils then you are providing effective teaching for all.

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 are 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

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

Challenge	Detail of challenge
#1 – Attendance	<p>The challenge: Our attendance data shows that 13 of our disadvantaged children are currently attending between 90 and 95% of the time. These children are in danger of becoming persistently absent. 13 disadvantaged children are currently attending between 90 and 85% of the time. These children are persistently absent.</p> <p>The impact: Our assessments and observations indicate that absenteeism is negatively influencing disadvantaged pupils' progress.</p>
#2 – Reading	<p>The challenge: Assessments, observations, and discussions with pupils suggest disadvantaged pupils struggle to access texts due to vocabulary barriers</p> <p>The impact: Year 6 data shows that our disadvantaged children do not achieve in line with their peers at the end of the key stage in reading.</p>
#3 – Writing	<p>The challenge: Monitoring shows that disadvantaged children are struggling with spelling and handwriting.</p> <p>The impact: Disadvantaged children are not reaching ARE in writing consistently throughout the school.</p>
#4 – Maths	<p>The challenge: Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils as they struggle with working memory and are unable to recall their times tables. This results in an increased cognitive load when faced with complex calculations during years 5 and 6.</p> <p>The impact: Data shows that children who do not pass their multiplication check in year 4 do not achieve EXS at the end of year 6.</p>

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.

<u>Challenge 1 -</u>	
Intended outcome/Success criteria – What am expecting to see?	Actions
<p>Data shows that 13 of our disadvantaged pupils (13.3%) have absence from 5% to less than 10% and 13 of our disadvantaged pupils (13.3%) have absence from 10% to less than 15%. These children are in danger of falling into the persistently absent category.</p> <p>Target: For these figures to reduce so that there are less than 10% in each of these categories.</p> <ul style="list-style-type: none"> • Absence from 5%-10% • Absence from 10% to less than 15% <p>Early warning signs of poorer educational outcomes for children eligible for FSM and who have SEND can be seen in attendance. Children eligible for FSM and who have SEND are also more likely to be persistently absent</p>	<p><u>TEACHING CPD</u> Staff meetings throughout the year will look at target children (90-95% and 90% to 85%) who teachers will monitor and track. Teachers will use a range of strategies to increase attendance for these children. Strategies to include:</p> <ul style="list-style-type: none"> - Greetings and check ins after any absence - Contacting parents to discuss attendance - Ensuring children have buddies and friendship groups after longer periods of absence - Checking the curriculum is adapted to meet the needs of the target PP children <p><u>TARGETTED ACADEMIC SUPPORT</u> Teaching assistant deployment – extended times e.g meet and greet Teaching assistant deployment and interventions</p> <p><u>WIDER STRATEGIES</u> Supporting pupils' social, emotional and behavioural needs ELSA support Attendance team meetings Communicating with and supporting parents</p>

<u>Challenge 2 – Reading</u>	
Intended outcome and success criteria What am I expecting to see?	Actions
<p><u>Year 6 -15/31 48% on track for reading</u> (PP not SEND - 15/20 75% on track for reading) Target for 3/5 of these children to be on track by the end of the year</p> <p><u>Year 5 -19/39 49% on track for reading</u> (PP not SEND - 19/28 68% on track for reading) For 5/9 of these children to be on track by the end of the year</p> <p><u>Year 4 -15/29 52% on track for reading</u> (PP not SEND - 15/21 71% on track for reading) For 4/6 of these children to be on track by the end of the year</p> <p><u>Year 3 -22/35 63% on track for reading</u> For 3/4 of these children to be on track by the end of the year</p>	<p><u>TEACHING CPD</u> National Year of reading Developing high-quality, evidence-based teaching of reading linked to writing with a focus on vocabulary Professional development of teachers to have an agreed and consistent approach to reading in school Reading records/homework Reading assessments</p> <p><u>TARGETTED ACADEMIC SUPPORT</u> Regular reading support/interventions to develop language development Teaching assistant training and deployment to deliver structured interventions Development of oral, speaking and listening, discussions that go with reading comprehension to develop understanding and development of word understanding – delivered through agreed, school-wide approach to reading.</p> <p><u>WIDER STRATEGIES</u> ELSA support for pupils social, emotional and behavioural needs</p>

Challenge 3 - WRITING

Intended outcome and success criteria – What am expecting to see?	Actions
<p><u>Year 6 – 11/31 35% on track for writing</u> (PP not SEND - 11/20 55% on track for writing) Target for 5/9 of these children to be on track by the end of the year.</p> <p><u>Year 5 – 12/39 31% on track for writing</u> (PP not SEND 12/28 43% on track for writing) Target for 8/14 of these children to be on track by the end of the year.</p> <p><u>Year 4 – 14/29 48% on track for writing</u> (PP not SEND 14/21 67% on track for writing) Target for 4/7 of these children to be on track by the end of the year.</p> <p><u>Year 3 - 18/35 51% on track for writing</u> Target for 5/8 of these children to be on track by the end of the year.</p>	<p><u>TEACHING CPD</u> Development of writing assessments using Arbor, standardised assessments and regular moderation Review of long, medium- and short-term planning to ensure a consistent approach that shows clear progression of skills and knowledge, and that identifies prior and future learning Development of reading linked to writing and speaking and listening Establish clear approach to spelling and handwriting, including implementing a handwriting curriculum</p> <p><u>TARGETTED ACADEMIC SUPPORT</u> One to one and small group tuition and interventions Targeted interventions to support spelling and handwriting Teaching assistant training and deployment and interventions Use of Doodle learning to identify and fill gaps in spelling</p> <p><u>WIDER STRATEGIES</u> ELSA support for pupils' social, emotional and behavioural needs</p>

<u>Challenge #4 MATHS</u>	
Intended outcome and success criteria – What am expecting to see?	Actions
<p><u>Year 6 - 14/31 45% on track for maths</u> (PP not SEND 14/20 70% on track for maths) For 4/6 of these children to be on track by the end of the year</p> <p><u>Year 5 -15/39 38% on track for maths</u> (PP not SEND 15/28 54% on track for maths) Target for 8/13 of these children to be on track by the end of the year.</p> <p><u>Year 4 –14/29 48% on track for maths</u> (PP not SEND 14/21 67% on track for maths) Target for 4/7 of these children to be on track by the end of the year.</p> <p><u>Year 3 –19/35 54% on track for maths</u> Target for 4/7 of these children to be on track by the end of the year.</p>	<p><u>TEACHING CPD</u> Development of high-quality teaching through PDMs that focus on working memory, cognitive load, adaptive teaching and skills progression Consistent approach to long- medium- and short- term planning that identifies prior and future learning</p> <p><u>TARGETTED ACADEMIC SUPPORT</u> Targeted interventions to support times tables/ arithmetic knowledge Teaching assistant training and deployment to deliver structured interventions Use of Doodle learning to identify and fill gaps</p> <p><u>WIDER STRATEGIES</u> ELSA to support pupil’s social, emotional and behavioural needs</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments for reading, writing and maths. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2, 4
Professional development for staff to further embed adaptive teaching and evidence-based (ie cognitive science) approaches to learning	Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT	
Professional development for all teachers to ensure curriculum progression and sound subject knowledge of skills and knowledge to be taught	EEF blog: The Five-a-day approach: How the EEF can support EEF https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf	

Professional development to ensure a school-wide, consistent approach to reading	EEF-KS2-lit-2nd-Recommendations-poster.pdf	
Training for maths leader, teachers and Teaching assistants in line with DfE and EEF guidance.	<p>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
Full time ELSA, interventions and groups	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teaching assistants to deliver one to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 3, 4
Development of the reading and writing curriculum – long, medium- and short-term planning to ensure the development of vocabulary across the school. Tier 1, 2 and 3 words, a vocabulary display and the use of widget to add images to word banks.	<p>EEF blog: The Five-a-day approach: How the EEF can support EEF</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p>	2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team in school	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	

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.

Aim #1 Attendance	Outcome
	<p>In 2024/25 attendance: Whole school attendance 94.68% has gone up slightly 0.34</p> <p>FSM 92.76% - an increase of 2.3% LAC - 97% has stayed same Service - 96.36 % increase of 1.21%</p> <p>PA 17/115 14% of PP children are on the PA list. This has decreased slowly over the year 98/115 85% of PP have an attendance over 90% These are better than National figures for PA</p>
Aim #2 Reading	Outcome
	<p><u>Year 6</u> - At the end of year 5, 53% of disadvantaged pupils were on track for reading. One year later, 85% are on track. 4 of these pupils were on track for other subjects but not reading. One year later, all four are on track. At the end of the year 13/20 = 65% achieved ARE in their KS2 SATS</p> <p><u>Year 5</u> - At the end of year 4, 19/38 50% of disadvantaged pupils were on track for reading based on their teacher assessment. One year later, 67% of them scored 20/28 or above in the fluency reading assessment, which exceeded our target of 60% and 6/11 children (PP not SEND) are also on track</p>
Aim #3 Writing	Outcome

	<p><u>Year 4</u> - At the end of year 3, 25% of the disadvantaged pupils were on track for writing. One year later 34% were on track</p> <p>7 pupils were on track for reading and/or maths, but not writing. One year later two of these pupils are now on track for writing</p> <p><u>Year 5</u> - At the end of year 4 29% of the disadvantaged pupils were on track for writing. One year later 35% are on track for writing</p> <p>6 pupils were on track for reading and/or maths, but not writing. One year later two of these pupils are now on track for writing.</p> <p><u>Year 6</u> - 16/18 89% PP(not SEND) children to achieve ARE in their writing which exceeds the national percentage (60% in 2024)</p>
Aim #4 Maths	Outcome
	<p><u>Year 5</u> - At the end of year 4, 44% of the disadvantaged pupils were on track for maths. 14/32. One year later 14/31 45% on track for maths</p> <p>5 pupils were on track for reading and or writing, but not for maths. One year later 3 of these pupils are not on track for maths</p> <p><u>Year 6</u> - At the end of year 5, 5% (1/20) of the disadvantaged pupils were able to recall their times tables and achieve more than 95/100 in a timed test at the end of year 5. One year later 16/20 80% achieved more than 95/100</p> <p>At the end of the year 9/18 = 50% of the PP(not SEND) achieved ARE in their KS2 SATs</p>

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

SPP goes toward paying our ELSA for pastoral support. She runs a weekly lunch club and engages with the wider Service community such as Aggies and Naval Children's Charity. This gives the children the opportunity to take part in wider community events. In addition, special events are held throughout the year with the service community including parents and veterans - such as our Remembrance Assembly and Armed Forces parade.

Last year the school was Primary Lead for the Festival of Friends project - spreading Service Child good practice across the Gosport and Portsmouth communities. Through this project the children visited Portsmouth University for some activity days. The school maintains regular contact with our veteran friends throughout the year with activities such as Biscuits and Bingo and Christmas Decoration Making.

Last year the school organised a special VE Day Commemoration event at the local church, inviting parents, veterans and the infant school to join us for this special day.

The impact of that spending on service pupil premium eligible pupils

Year 6 – 11 children	Reading 5/11 45% on track -	Writing 4/11 36% on track -	Maths 6/11 55% on track
Year 5 – 5 children	Reading 3/5 60% on track -	Writing 3/5 60% on track -	Maths 3/5 60% on track
Year 4 – 4 children	Reading 3/4 75% on track -	Writing 3/4 75% on track -	Maths 3/4 75% on track
Year 3 – 9 children	Reading 9/9 100% on track –	Writing 7/9 78% on track -	Maths 8/9 89% on track
<u>29 children in total</u>			

29/312 = 9% of children in our school are service children

29/134 = 22% of our disadvantaged children are service children