

Telford Junior School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding, to help improve the attainment of our disadvantaged pupils.

It outlines the school's pupil premium strategy; how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	11 %
Academic year/years that our current pupil premium strategy plan covers.	2024/2025 to 2026/2027
Date this statement was published	3 rd December 2025
Date on which it will be reviewed	2nd December 2026
Statement authorised by	Steve Pendleton, Chair of Governors
Pupil premium lead	Richard Siviter, Head Teacher
Governor lead	Seher Tawfik

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£49,180

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Objectives:

1. Our Pupil Premium children achieve at least as well as their non-disadvantaged peers.
2. All children in receipt of Pupil Premium funding experience quality first teaching practices, as well as receiving targeted academic support and wider strategies.

How Our Objectives are Implemented:

1. Teaching staff use regular formative assessment strategies throughout each term to prioritise, plan and prepare for the needs of each child.
2. Interventions are designed to close any emerging gaps and take account of national research and school-based experiences of what works well.
3. Interventions are planned for pupils / groups of pupils and their impact is monitored while they are being implemented.
4. The impact is reviewed and this evidence is used to determine whether to continue with the strategy, or to move to an alternative approach.
5. School leaders conduct an annual review of strategies / interventions implemented, evaluating the overarching strategy and measuring its success, based on the outcomes for our disadvantaged pupils.

Key Principles:

1. To support all of our pupils to have **equality of access** to the school's educational provision.
2. To ensure that all our pupils are ready to move onto a secondary school curriculum by the end of Key Stage 2; that the key knowledge, understanding and skills are in place.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in key knowledge, understanding and skills, hindering pupils' rate of progress (other children are better placed to make more rapid progress).
2	Examples of the above include: <ul style="list-style-type: none">- Poor handwriting, making it difficult to read work back and to improve on an initial attempt.- Poor spelling also hindering this process and impacting directly on attainment in writing.- Limited range of reading strategies.- Gaps in early number knowledge and understanding, frustrating Mathematical progress.
3	Specific learning difficulties and concentration levels.
4	Emotional needs preventing children from fully accessing learning opportunities.
5	SEMH needs resulting in challenging behaviours.
6	Factors which limit support with learning outside school.

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
Pupil Premium children are achieving the expected standard (or above) in reading, or are making progress towards that standard (taking account of specific learning needs).	<ul style="list-style-type: none"> • Pupils who joined the school not having been successful in their KS1 phonics screening test to achieve that standard in Year 3. • Pupil tracking shows that a greater proportion of Pupil Premium children are achieving the expected standard (or above), or are closer to achieving this standard.
Improved writing standards.	<ul style="list-style-type: none"> • Pupil Premium children have developed a fluent and legible style of handwriting (so that work can be read through and improved upon). • Pupil Premium children write more accurate sentences, in line with expectations for their age group, including correct punctuation and spellings of Tier 1 vocabulary.
Improved Mathematical fluency and more developed problem solving and reasoning skills.	<ul style="list-style-type: none"> • Pupil Premium children are more confident with the key number skills expected in their year group.
Social and emotional barriers to learning are appropriately supported, using the range of resources available to the school.	<ul style="list-style-type: none"> • Attendance for Pupil Premium children is good. • Communications with the parents/carers of Pupil Premium children are good. • With appropriate social and emotional support, Pupil Premium children are able to access the curriculum consistently.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on developing key English and Maths skills, led by subject leaders (training days and staff meeting time).	Education Endowment Foundation Guide to the Pupil Premium: <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils ... It benefits all pupils, but has a particularly positive effect on disadvantaged pupils.”</i>	1-6
Sustaining teaching assistant hours to deliver interventions and to support SEMH needs of specific pupils.	Behaviour intervention (Education Endowment Foundation) – enhancing a positive school ethos and improving discipline and engagement with learning amongst some of our vulnerable learners.	4
Building on last year’s whole-school Inclusive Attendance CPD, we are implementing strategies developed from staff discussions to ensure consistent practice in supporting families with attendance challenges. The focus is on reducing Persistent Absence.		Cross-over with 4 6

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

Budgeted cost: £ 36,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support in each of the 12 classes, working alongside the class teacher.	<p>Education Endowment Foundation: one-to-one or small group interventions linked to class teaching – addressing 'gaps' in learning and misconceptions.</p> <ul style="list-style-type: none"> - Remind and revisit expectations around presenting work, re-drafting and editing. - Develop 'gap-filling' activities. - Use sentence frames and word cards, etc. - Promote peer support. - Use IT to support as appropriate and when available. - Model spoken and written language. - Introduce vocabulary in context, using key words repeatedly, or providing pupils with written model sentences. - Pre-teach and revisit after activities, to check understanding / conceptual knowledge. - Use vocabulary banks. - In Maths, model and teach problem-solving strategies. 	1, 2, 3
Individualised support for vulnerable pupils experiencing difficulties in accessing the curriculum.		
Small group intervention work.		

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional SEND resources to support structured one-to-one and small group interventions, as well as play times and classroom learning.	Resources recommended by Educational Psychology Service, to assist children in focusing on learning and school-based activities.	4
School counselling delivered by Snowford Grange Psychotherapy and Counselling Service: <ul style="list-style-type: none"> - Trained counsellor working in school. - Providing additional support for vulnerable children who are struggling with their emotional needs outside school, enabling them to function more successfully in school and in the wider context. 	National evidence-base of the value of trained counsellors. Approved by CAMHS and Social Care. DfE recommendation that all schools should employ a school counsellor.	4, 5
Thrive therapeutic activities and Nurture provision, to provide additional support for vulnerable children who are struggling with their emotional needs outside school: <ul style="list-style-type: none"> - Enabling them to engage more successfully with their education. - Supporting children with a range of social, emotional, mental health issues; anxiety, separation, low self-esteem and anger management. 	Northern Ireland Department of Education – research undertaken by Queens University, Belfast: <i>“a short-term and focused intervention to address barriers to learning arising from unmet attachment needs.”</i>	4, 5

Total budgeted cost: £ 49,180

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.

Achievement

Achievement is variable for Pupil Premium children between year groups, since the cohort of Pupil Premium children varies year on year. Our school-based assessments indicate that the majority of our Pupil Premium children have progressed in line with their Key Stage 1 attainment grades in reading, writing and Mathematics; achieving expected progress. The school is mindful of a number of Pupil Premium children needing to make accelerated progress during Key Stage 2, in order to meet the end of key stage expected standard. Some of these children have identified specific learning difficulties or are overcoming EAL barriers.

Attendance

The school achieved an improvement in attendance percentages for Pupil Premium children prior to the pandemic (Ofsted report in July 2019). In the subsequent 3 years, attendance data was more difficult to analyse, due to national school closures, periods of self-isolation through contracting COVID-19 or due to DfE guidance on 'close contacts'. As we moved to more settled education, the school worked on a case by case basis with vulnerable children and their families to improve attendance. There is evidence that the range of strategies currently being used has resulted in improved attendance for some of our most vulnerable children. These strategies range from telephone communications, conversations at the school gate to Early Support. Pupil Premium attendance for 2023/24 was 91% and for 2024/25 it was 92%.

Behaviour, SEMH and Access to the Curriculum

There has been an increased number of children returning to school following the pandemic displaying heightened social, emotional and mental health needs. This is the case for a significant proportion of our Pupil Premium children. While SEMH was already identified as a barrier to learning for our Pupil Premium children, the pandemic appeared to have exacerbated the challenge. Our Nurture and Thrive activities and other Early Support strategies (including the introduction of 'Thrive time') are helping to sustain a number of Pupil Premium children in school. Our Relationships Policy (drawing on the work of Paul Dix, "When the Adult Changes, Everything Changes" and Tom Bennet, DfE behaviour consultant) is also proving an important component to our nurturing school environment, supporting the high needs of some of our most vulnerable pupils.

Externally Provided Programmes

Programme	Provider
One-to-one therapeutic counselling, through play-based activities.	Snowford Grange Psychotherapy and Counselling Service.

Service Pupil Premium Funding

The school received £620 Service Pupil Premium for the academic year 2025 -26.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The funding was used as a contribution towards the cost of additional teaching assistant hours in the classroom.
What was the impact of that spending on service pupil premium eligible pupils?	The service children benefited from additional guidance and support with their learning during the course of the academic year. This supported the children in achieving the expected standard in English and Maths.

Further Information

In recent years, the school has invested significantly in high-quality CPD to strengthen staff capacity in supporting vulnerable learners, ensuring that every child can access learning effectively. A key focus last year was on embedding a consistent, inclusive approach through whole-school work on *Inclusive Attendance* and participation in the Autism Trust Education accreditation programme. These two strands ran in parallel, reinforcing a shared message to staff about understanding and removing barriers to engagement, particularly for pupils with additional needs. Additionally, teaching assistants have accessed specialist training delivered by Warwickshire's Specialist Teaching Service on promoting pupil engagement, as well as tailored CPD on supporting pupils with English as an additional language, benefiting pupils who joined us from Ukraine in recent years. Further professional development has included the implementation of the Zones of Regulation framework, to support emotional literacy and self-regulation, and whole-staff de-escalation training to build confidence and consistency in responding to challenging situations. Collectively, these CPD priorities have equipped staff with practical strategies, shared language and a deepened understanding of how to remove barriers for our most vulnerable pupils.