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 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

School Name	Freemans Endowed Junior School
Number of Pupils in School	238
Proportion (%) of Pupil Premium Eligible Pupils	25%
Academic Year / Yearsthat Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027
Date this Statement was Published	November 2025
Date on Which it will be Reviewed	Review 1 - 5th February 2026
	Review 2 – 22nd May 2026
	Review 3 - 10th July 2026
Statement Authorised By	Trust AIO
Pupil Premium Lead	Fiona Hull
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£88027.66
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 88027.66

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish. Improving the achievement and learning experiences of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage. We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support eg. pupils who are or have been in contact with a social worker. Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve. All colleagues take responsibility for our whole school approach 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 Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with developing consistent early reading skills than their peers. This negatively impacts their development as readers, part of this early reading is to develop secure phonic skills.	1,2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school. At the end of KS2 in 2025, 66.7% of disadvantaged pupils achieved ARE, compared to 86.7% of non-disadvantaged pupils. However, 100% of disadvantaged pupils with no SEND needs achieved ARE.	1,2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school. At the end of KS2 in 2025, 60% of disadvantaged pupils achieved ARE compared to 80% non-disadvantaged pupils.	1,2

4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1.2
5	Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2024 the gap shows that at the end of Key Stage 2, there is 22% difference between the disadvantaged and non-disadvantaged pupils attaining ARE.	1,2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is impacted on by SEMH challenges. This has resulted in significant knowledge gaps leading to pupils falling further behind ARE, especially in Reading and Mathematics *Teacher referrals for wellbeing support increase year on year. 45 pupils (18 of whom are disadvantaged) currently require additional support with social and emotional needs, with 41 (16 of whom are disadvantaged) receiving small group interventions or 1:1 support.*	1,2
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 4% and 5% lower than for non-disadvantaged pupils. *A significantly higher percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress*	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Outcomes in 2025/26 show that more than 90% of disadvantaged pupils completed their phonic programme by the time of their Phonics Screening Check. Disadvantaged pupils develop secure early reading skills including fluency, decoding and sight vocabulary in order to access the full curriculum and meet ARE by the end of Year 3.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in *2025/26* show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	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 maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student 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.	8	Sustained high attendance from 2025/26 demonstrated by: the overall absence rate for all pupils being no more than 3.4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.

		• the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 4% lower than their peers.

Activity in this Academic Year

This details how you intend to spend your school's pupil premium **this academic year** to address the challenges listed above.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41189

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
• Purchase of standardised tests and Boost Insights analyses for reading and maths.	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	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: - access Trust CPD - commission the external teaching and learning consultant to work with staff throughout the year - maintain a strong focus on QFT in our internal CPD programme. - Provide 'in house' targeted support for individual teaching staff and TAs to develop and embed their effective use of QFT strategies, through support from the school's Teaching and Learning Lead Practitioner	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1, 2, 3, 4, 5, 6
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to: • access Trust CPD on reading and the teaching sequence. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	2
To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to: • access Trust CPD on reading and the teaching sequence.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	3

• Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. • Utilise support from the school's T&L Consultant and TLLP to ensure all staff have understanding how to teach writing effectively and improve standards in writing		
To enable all pupils to access high quality Quality First Teaching, we will - Provide TA learning support and wellbeing support to enable all pupils to access high quality teaching and learning	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	
To continue to improve our whole school approach to the teaching of Maths focusing on improving fluency, reasoning and problem solving We will continue to: • access Trust CPD on maths, including training by Gareth Metcalfe on the I See Reasoning approach • adopt the I See Reasoning approach to problem solving and reasoning • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. • Review our Maths provision to ensure that children have the very best opportunities to achieve high standards in Mathematics.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	5, 6

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions

Budgeted cost: £ 16841

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions/invest in CPD for teachers and TAs, for reading and maths interventions and handwriting	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. *(Teaching & Learning Toolkit: EEF).* 1:1 + 5 months And in small groups: +4 months EEF	2, 5, 6
Resourcing of a DfE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	

programme to secure stronger phonics teaching for all pupils. We will continue to: access training by RWI commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.	reading (though not necessarily comprehension), particularly for disadvantaged pupils: Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks +5 months EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks +5 months	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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 and in small groups: 1:1 + 5 months And in small groups: +4 months EEF	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	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 and in small groups: 1:1 + 5 months And in small groups: +6 months EEF	3
English lead to lead CPD, and development of a programme, to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Ensure children have regular opportunities to speak in front of an audience.	Oral language interventions can have a positive impact on pupils' language skills by +6 months. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF +6 months Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression	4

	Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.	
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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 and in small groups: 1:1 + 5 months And in small groups: +6 months EEF	5, 6

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30006

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving wellbeing across school. We will continue to: -provide Team Teach refreshers -provide CPD in Thrive -subscribe to the Thrive programme -provide specialist programs to support the improvement of pupil wellbeing. -subscribe to an anti-bullying programme to develop a whole school, consistent approach to anti-bullying.	Both targeted interventions and universal approaches can have positive overall effects: +4 months	7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. An Attendance Officer will ensure that all attendance concerns are addressed quickly and systematically Specific, well planned 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. Parental Impact: +4 months	8
Continue to improve and enhance wellbeing provision. By: -subscribe to Provision Map (Edukey)	The 'Special educational needs in mainstream schools' guidance makes explicit links with other EEF publications and recommends school leaders consider these reports together, including:	7,8

-Provide up-to-date and relevant training for well-being staff -Develop provision through dedicated staff time -Link with outside agencies e.g. MHST to provide specific, targeted wellbeing support	• Improving behaviour in schools • Making best use of teaching assistants • Metacognition and self-regulated learning +4months (EEF Social and Emotional Learning)	
Enable disadvantaged pupils to be included in all aspects of school life. -Provide financial support through PP vouchers for trips, clubs, sports and music activities -Raise aspirations for disadvantage pupils through recognition and celebration of achievements -ensure disadvantaged pupils have opportunities for personal development through pupil leadership teams	EEF Arts Participation +3 months	7,8

Total budgeted cost: £ 88027

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.
Document.docx

The impact of the training and support delivered by the Teaching and Learning Consultant and the Teaching and Learning Lead Practitioner have had a high impact on the quality of teaching and learning, with all teaching judges as good or better by Ofsted in November 2024; this was maintained throughout the year. Adaptive teaching, including the use of scaffolds, pre and post teaching and challenges has ensured that teaching and learning facilitates good progress in all year groups. This will continue to be developed in 2025-2026, especially with some changes to teaching staff across the school.

End of Key Stage Two Outcomes.

Outcomes in Year 6 at the end of the year show that all children made strong progress, with many making better than expected progress. Key Stage 2 outcomes were stronger than in previous years and show that disadvantaged pupils had increased from the previous year.

An area for focus for the year 2025-2026 continues to be pupils with multiple disadvantages, especially pupils with SEND who are also disadvantaged, as this group show less progress than their non-SEND disadvantaged peers.

Our internal assessments during 2024 – 2025 suggested that the performance of disadvantaged pupils was higher than in the previous years in key areas of the curriculum, but this is not yet consistent across all three areas of the core curriculum. Writing continues to be an area for focus to ensure that the gap closes further between disadvantaged pupils and their non-disadvantaged peers.

Pupils with Multiple Disadvantages

Disadvantaged pupils who have multiple disadvantages have made slower progress than disadvantaged pupils with no SEND across all three core areas of the curriculum.

Attainment at the end of KS2 for disadvantaged pupils in Reading was 67% at Expected +, with non-disadvantaged pupils achieving 86.7% Expected+ at the end of Key Stage Two.

For pupils who are disadvantaged with no SEND, outcomes in Reading were 91% EXP+.

In Writing, 75% of all pupils achieved ARE; 60% of PP pupils achieved ARE. For those disadvantaged pupils with no SEND, outcomes were at 82% EXP+ in Writing.

In Mathematics 77% of all pupils achieved EXP+. 60% of disadvantaged pupils achieved EXP or above. For those pupils who are disadvantaged with no SEND this figure was higher at 82%.

Two disadvantaged pupils with SEND were disapplied from the end of KS2 tests, and a further three made good progress from their start points but did not achieve ARE in either R, Wr or Maths.

This data shows that while a gap still exists between disadvantaged pupils and their non- disadvantaged peers, this gap is greatly impacted by some disadvantaged pupils further additional needs.

Year 3,4,5 attainment and progress

Internal data for Years 3, 4 and 5 shows that the gap is narrowing further across the school with the impact of targeted provision being especially effective in narrowing the gap between disadvantaged and non-disadvantaged pupils in Year 4. The gap that was first identified in 2021 /2022 had been reduced due to the rigorous intervention programmes that have been in place over the past years. Our analysis tells us that the programme needs to be maintained to ensure that improved outcomes are sustained over time.

Throughout Years 3,4 and 5 attainment of disadvantaged pupils with SEND is lower than for their non-SEND disadvantaged peers. However, progress remains strong for all disadvantaged pupils from their individual starting points.

Writing

In Writing, the gap between disadvantaged pupils and their peers has narrowed since 2021/2022 but there are still significant gaps in some year groups. Attainment of disadvantaged pupils for Writing at the end of Key Stage 2 is at 75% EXP+, with 60% of disadvantaged pupils achieving ARE, against 80% of non-disadvantaged pupils.

The impact of the pandemic on pupil's writing has had a long lasting effect and this is particularly true for disadvantaged pupils. However within the disadvantaged group, 82% of disadvantaged pupils with no SEND needs achieved ARE; again showing the impact of SEND needs on the disadvantaged data.

Mathematics

In Mathematics, outcomes for disadvantaged pupils have continued to rise and the attainment gap has closed slightly but is not yet fully addressed. Our internal data shows that in years 3,4, and 5 the gap has reduced more significantly. The need to be fluent in their recall of number facts and times tables has become a major focus for all children and is a priority in Mathematics lessons; all pupils are able to attend a TTRockstars Club and 'homework club' will be starting so, where children are supported to develop their Maths fluency.

Reading

The school's investment in books has supported all pupils but especially the disadvantaged pupils to develop a love of Reading. The school's use of the Own Books scheme has enabled disadvantaged pupils to regularly take books home to keep, ensuring that all pupils are able to access books at home.

Attendance:

Attendance across the year improved on the previous year and for all pupils was 94.8% at the end of the year, the same as national data at 94.8% and similar schools 95.0%

For 2024-2025 disadvantaged pupils attendance was 89.95%. This was below the national average of 92.2%, similar schools 92% and slightly below the previous year's attendance for disadvantaged pupils which was 91.9%. This is an area for a continued strong focus this year.

Persistent absence was 11.7%, 0.9% lower than the national average of 12.6% and for similar schools 12.4%.

The impact that the Family Support Worker has is significant

- Attendance among disadvantaged pupils was 5% lower than their non-disadvantaged peers.
- This gap is wider than in previous years, and this will be a focus of our current plan.
- Persistent absence has gradually reduced across the year, largely due to the pro-active monitoring of attendance by the school. A high number of disadvantaged pupil's families chose to take their family holidays during term time due to the significant difference in cost, despite being unauthorised and being referred to LEA procedures. The school's Attendance Officer is pro-active and effective in monitoring and supporting families to achieve good attendance. Some disadvantaged pupils have also been on part time timetables which also has a significant impact on the PA data.

Our monitoring and observations indicated that pupil behaviour, wellbeing and mental health continue to pose challenges for our pupils and in many cases continue to be a barrier to learning. The impact is particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Further and continued investment in wellbeing support and supporting children's mental health is necessary.

We are building on the approach with the activities detailed in this current plan.

Implementing strategies that came out of the emotion coaching CPD and the Thrive programme will also form a key part of our new plan, in order to support our most vulnerable pupils further.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Pupil Premium Funding contributed towards the cost of further developing QFT to ensure that all pupils are able to benefit form the highest quality teaching and learning opportunities.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil (Year 5) achieved GD or EXP standards in Reading Writing and Mathematics, and across the curriculum

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium.