

# Pupil premium strategy statement- Alexandra Park Junior School, Oldham

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                           | Data                                    |
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| Number of pupils in school                                                                                                                                                       | 340                                     |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 187/340= 55%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 3 years                                 |
| Date this statement was published                                                                                                                                                | October 2026                            |
| Date on which it will be reviewed                                                                                                                                                | December 2026, March 2027 and July 2027 |
| Statement authorised by                                                                                                                                                          | Jenny Seabright (Principal)             |
| Pupil premium lead                                                                                                                                                               | Jenny Seabright (Principal)             |
| Governor / Trustee lead                                                                                                                                                          | Ian Walsh (Chair of Governors)          |

## Funding overview

| Detail                                                                                          | Amount          |
|-------------------------------------------------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year                                             | £242,689        |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) | £0              |
| <b>Total budget for this academic year</b>                                                      | <b>£242,689</b> |



## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is to ensure that all pupils, including those eligible for Free School Meals, achieve highly and benefit from a rich, inclusive and aspirational school experience that reflects the needs and character of our community. We are committed to removing barriers to learning through high-quality teaching, targeted academic support and wider strategies that strengthen attendance, wellbeing, engagement and belonging. Our approach is informed by robust analysis of academic, attendance, pastoral and wider school data and is rooted in strong relationships with pupils and families. We maintain high expectations for every pupil and have a clear, long-term plan for improving outcomes, with a sustained focus on securing foundational knowledge, early reading, language development, writing, mathematics and the wider personal development of disadvantaged learners. Through carefully planned professional development, evidence-informed interventions, adaptive teaching and continued evaluation of impact, we aim to ensure that all disadvantaged pupils are well supported to make strong progress, meet or exceed age-related expectations and flourish as confident, capable learners within our school community.*

<https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching>

### Key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge                           | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Oral language and vocabulary</b> | A significant proportion of disadvantaged pupils enter Alexandra Park Junior School with gaps in oral language, vocabulary and communication. These gaps can affect pupils' ability to understand and use increasingly complex language, communicate their ideas effectively and access learning across the curriculum. This is particularly significant within our context, where 75.4% of disadvantaged pupils have EAL and 19.8% of disadvantaged pupils are identified as SEND, with 73% of disadvantaged pupils with SEND having speech, language and communication needs (SLCN) as their primary area of need. |

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|                            | <p>Our assessment information indicates that some pupils arrive in Year 3 with significant gaps in language and communication. In 2025–26, 25% of disadvantaged Year 3 pupils were assessed as being at least one year below the Year 3 standard on entry. WellComm assessment further identified a need for targeted support, with 50% of the 2025–26 Year 3 cohort requiring WellComm intervention, excluding four pupils with EHC plans.</p> <p>We recognise that securing strong oral language and vocabulary is an important foundation for success in reading, writing and the wider curriculum. Our whole-school approach therefore places a strong emphasis on developing pupils' vocabulary, oracy and confidence in speaking and listening. This is beginning to have a positive impact, with disadvantaged pupils making an average of 6.2 subgrades progress in speaking and listening in 2025–26, against an expected 6 subgrades.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Reading and Phonics</b> | <p>A significant proportion of disadvantaged pupils enter Alexandra Park Junior School with low prior attainment in reading and phonics. While disadvantaged pupils' KS2 Reading outcomes are broadly in line with the national outcome for disadvantaged pupils, our feeder-school and internal assessment information indicates that pupils often arrive with gaps in phonics, decoding, fluency and reading comprehension. These gaps can make it more difficult for pupils to access the increasingly demanding texts and vocabulary required across the curriculum.</p> <p>Our assessment information highlights the scale of the challenge. The proportion of disadvantaged pupils achieving the Year 1 Phonics Screening Check was 69% in 2025–26, compared with 75% in 2024–25. At the end of Year 2, 46% of disadvantaged pupils achieved the expected standard in Reading in 2024–25, compared with 57% in 2023–24 and 42% in 2022–23. This means that pupils entering Year 3 can have significantly different starting points and may require additional support to secure foundational reading knowledge.</p> <p>Our priority is therefore to identify gaps in reading and phonics quickly and provide the appropriate support alongside high-quality reading teaching. We recognise that securing early reading skills, fluency, vocabulary and comprehension is fundamental to pupils' ability to access the wider curriculum and achieve well. In 2025–26, disadvantaged pupils achieved 61% in KS2 Reading, compared with 63% nationally for disadvantaged pupils, with reading progress of 6.6 subgrades against an expected 6, demonstrating positive progress while highlighting the continued need to close gaps in attainment.</p> |
| <b>Writing</b>             | <p>A significant proportion of disadvantaged pupils enter Alexandra Park Junior School with gaps in writing knowledge and skills. These gaps can affect pupils' ability to write fluently, accurately and at increasing length and complexity, and can limit their ability to demonstrate their understanding across the curriculum. Our assessment information indicates that pupils arrive with variable starting points and that some require additional support to secure foundational knowledge in handwriting, spelling, grammar and composition.</p> <p>The attainment of disadvantaged pupils at the end of Year 2 has been variable, with 44% achieving the expected standard in Writing in 2024–25, compared with 54% in 2023–24 and 38% in 2022–23. Internal assessment also identifies continuing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                                                | <p>gaps for some pupils as they progress through Key Stage 2, with 46% of disadvantaged pupils in Year 4, 36% in Year 5 and 44% in Year 6 currently assessed as working at the expected standard or above.</p> <p>We recognise that securing the foundations of writing is essential if pupils are to become increasingly fluent, accurate and independent writers. Our current approach is therefore focused on identifying gaps early, strengthening foundational knowledge and providing appropriate support alongside high-quality writing teaching. This is contributing to positive outcomes: in 2025–26, 66% of disadvantaged pupils achieved the expected standard in KS2 Writing, compared with 60% nationally for disadvantaged pupils, with disadvantaged pupils making 6.3 subgrades progress against an expected 6. The continued challenge is to sustain this progress and ensure that pupils with lower starting points make sufficient gains to achieve age-related expectations and beyond.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Mathematics and foundational knowledge</b>                                                  | <p>A significant proportion of disadvantaged pupils enter Alexandra Park Junior School with gaps in mathematical knowledge and understanding. These gaps can affect pupils' fluency, confidence and ability to apply mathematical knowledge to increasingly complex problems. Our assessment information indicates that pupils arrive with variable starting points and that some require additional support to secure foundational mathematical knowledge before they can access age-related learning confidently.</p> <p>The attainment of disadvantaged pupils at the end of Year 2 has been variable, with 47% achieving the expected standard in Mathematics in 2024–25, compared with 59% in 2023–24 and 44% in 2022–23. Internal assessment also identifies continuing gaps for some pupils as they progress through Key Stage 2, with 54% of disadvantaged pupils in Year 4 and 56% in Year 5 currently assessed as working at the expected standard or above.</p> <p>We recognise that securing foundational mathematical knowledge and fluency is essential for pupils to access the wider mathematics curriculum successfully. Our approach therefore focuses on identifying gaps early, securing key knowledge and using pre-teaching, targeted support and high-quality mathematics teaching to help pupils keep up with their peers. This is contributing to positive outcomes: in 2025–26, 68% of disadvantaged pupils achieved the expected standard in KS2 Mathematics, compared with 63% nationally for disadvantaged pupils, with disadvantaged pupils making 6.5 subgrades progress against an expected 6. The continued challenge is to sustain this strong progress and ensure that pupils with lower starting points develop the foundational knowledge, fluency and confidence needed to achieve age-related expectations and beyond.</p> |
| <b>Attendance, wellbeing and engagement and personal development, enrichment and belonging</b> | <p>Some disadvantaged pupils experience wider barriers that can affect their attendance, engagement, wellbeing and readiness to learn. These include social and emotional needs, family circumstances, financial disadvantage and reduced access to wider experiences and opportunities. Within our community, 62% of pupils live in areas within the most deprived 20% nationally, and the median household income is approximately £13,000 below the national median. In 2025–26, 43 of 345 disadvantaged pupils (12%) were known or previously known to Children's Social Services, highlighting the complexity of need experienced by some families.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|  | <p>Attendance is an important factor in ensuring that disadvantaged pupils can access learning consistently. In 2025–26, disadvantaged pupil attendance was 97.6%, with persistent absence at 18.6% (School LA Data Pack). While attendance has improved, persistent absence remains a significant barrier for some disadvantaged pupils, particularly where absence is linked to wider family, social, emotional or wellbeing needs. We recognise that pupils cannot make sustained academic progress if they are not in school regularly and ready to learn.</p> <p>Some disadvantaged pupils also require additional support with emotional regulation, wellbeing, relationships and engagement. Access to enrichment, leadership opportunities and positive experiences beyond the classroom is therefore an important part of removing barriers and ensuring that disadvantaged pupils develop confidence, resilience, aspiration and a strong sense of belonging.</p> <p>Our challenge is to continue improving attendance and reducing persistent absence, while ensuring that pupils and families receive timely support with the barriers affecting engagement and wellbeing. At the same time, we aim to ensure that disadvantaged pupils have equitable access to the wider experiences, enrichment and leadership opportunities that contribute to their personal development and sense of belonging within the school community.</p> |
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**Intended outcomes** What we are aiming for by the end of our current strategy plan, and how we will measure if they have been achieved.

| Intended outcome                    | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Oral language and vocabulary</b> | Disadvantaged pupils will develop stronger oral language, vocabulary and communication skills, enabling them to participate confidently in learning and access the language of the curriculum. We aim for disadvantaged pupils to make at least 6 subgrades progress in speaking and listening, with an increasing proportion achieving age-related expectations and beyond. Progress will be monitored through assessment, pupil progress meetings and targeted language assessments, with additional support provided where gaps remain.                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Reading and Phonics</b>          | Disadvantaged pupils will develop secure phonics, decoding, fluency, vocabulary and comprehension skills so that they can read confidently and access increasingly demanding texts across the curriculum. We aim for disadvantaged pupils to make at least 6 subgrades progress in reading, with pupils identified as below age-related expectations making accelerated progress towards age-related standards and beyond. Our annual milestone is to increase the proportion of disadvantaged pupils achieving the expected standard in KS2 Reading from 61% in 2026 to at least 68% in 2027. Our longer-term ambition is to achieve and sustain outcomes above the national average for disadvantaged pupils. Progress will be monitored through regular reading and phonics assessments, pupil progress meetings and Progress Plans. Pupils with identified gaps will receive timely, targeted support, with provision reviewed and adapted according to their progress. |

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| <b>Writing</b>                                        | Disadvantaged pupils will develop secure foundational writing knowledge and increasingly fluent, accurate and independent writing skills. We aim for disadvantaged pupils to make at least 6 subgrades progress in writing, with pupils identified as below age-related expectations making accelerated progress towards age-related standards and beyond. We will sustain and build on the positive outcomes already achieved, with the proportion of disadvantaged pupils achieving the expected standard in KS2 Writing maintained at or above national outcomes for disadvantaged pupils.                                                                                                                                                                                                                                                                                    |
| <b>Mathematics and foundational knowledge</b>         | Disadvantaged pupils will develop secure foundational mathematical knowledge, fluency and reasoning skills so that they can access age-related mathematics confidently and independently. We aim for disadvantaged pupils to make at least 6 subgrades progress in mathematics, with pupils identified as below age-related expectations making accelerated progress towards age-related standards. We will sustain the positive outcomes already achieved and maintain KS2 Mathematics attainment for disadvantaged pupils at or above national outcomes for disadvantaged pupils.                                                                                                                                                                                                                                                                                              |
| <b>Attendance, wellbeing and engagement</b>           | Disadvantaged pupils will attend school regularly, feel safe and supported, and be increasingly ready to learn and engage positively with school. Building on our 2025–26 baseline of 97.6% attendance, we aim to sustain high attendance while reducing disadvantaged persistent absence from 18.6% to 12% or below by the end of the 2026–27 academic year. We will work in partnership with families to understand individual circumstances, identify barriers to attendance and engagement, and provide appropriate support, signposting and early intervention. Attendance and persistent absence will be monitored regularly, with individual attendance information used to identify pupils requiring additional support and evaluate the impact of interventions. Pupils will increasingly demonstrate positive emotional regulation, engagement and readiness to learn. |
| <b>Personal development, enrichment and belonging</b> | Disadvantaged pupils will have equitable access to enrichment, leadership, wider experiences and opportunities that develop resilience, independence, aspiration, confidence and a strong sense of belonging. We aim to reduce barriers to participation so that disadvantaged pupils are increasingly represented across school clubs, enrichment opportunities, leadership roles, residential experiences and wider school activities. We will work closely with families to understand individual circumstances and remove practical, financial or other barriers that may limit pupils' participation in the wider life of the school. Impact will be evaluated through participation data, pupil voice, family feedback and wider school evidence.                                                                                                                          |

### Implementation and Monitoring of the Strategy

The Principal and SLT will oversee implementation of the Pupil Premium strategy, ensuring that high-quality teaching, targeted academic support and wider strategies are delivered consistently and respond to disadvantaged pupils' identified needs.

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| <b>Frequency</b> | <b>Monitoring and evaluation</b> |
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| Every half term                               | Reading, Writing and Mathematics leaders review Progress Plans with class teachers to evaluate whether identified gaps are closing and agree appropriate next steps.                                                                                                                                                                                  |
| Four times annually (Pupil Progress Meetings) | SLT and subject leaders evaluate disadvantaged pupils' attainment, progress and targeted provision through pupil progress meetings. Attendance and pastoral information are reviewed to identify pupils requiring additional support.                                                                                                                 |
| Termly                                        | Leaders formally review the implementation and impact of high-quality teaching, targeted academic support and wider strategies in December, March and July. Reviews consider progress against the intended outcomes and milestones, attendance, wellbeing and equitable access to enrichment. Findings inform any necessary adjustments to provision. |
| Annually                                      | Leaders undertake a comprehensive annual evaluation of disadvantaged pupils' academic progress, attainment, attendance and wider outcomes against the strategy's intended outcomes and milestones. Findings inform the following year's priorities, professional development and resource allocation.                                                 |

### Evaluation and Responsive Leadership

Leaders will evaluate both the consistency of implementation and the impact of provision on disadvantaged pupils. Where assessment and monitoring demonstrate that approaches are effective, these will be sustained and developed. Where pupils are not making sufficient progress or continue to experience barriers to learning or participation, leaders will review the quality of implementation, identify remaining barriers and adapt teaching, targeted intervention or wider support accordingly.

Findings will inform professional development, resource allocation and the continued refinement of the school's Pupil Premium strategy.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £163,689

| Intended outcome             | Activity                                                     | Evidence that supports this approach | Evaluation/Impact                                                            |
|------------------------------|--------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------|
| Disadvantaged pupils develop | Implement agreed whole-school dialogic approaches across the |                                      | 2025–26 assessment information shows disadvantaged pupils made 6.2 subgrades |

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| <p><b>stronger oral language, vocabulary and communication skills so that they can articulate ideas, understand the language of the curriculum and participate confidently in learning.</b></p> | <p>curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• continued development of the Oracy Lead, including consultancy and release time;</li> <li>• explicit teaching of vocabulary and subject-specific language;</li> <li>• use of sentence stems and structured discussion;</li> <li>• regular opportunities for pupils to rehearse and explain their thinking;</li> <li>• professional development to strengthen consistency in oracy practice across the school.</li> </ul> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><b>EEF Oral Language Interventions:</b> approaches focusing on speaking and listening can support language development and have positive effects on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><b>EEF Metacognition and Self-Regulation:</b> structured dialogue and discussion can support pupils to articulate and develop their thinking. The original strategy already identifies these evidence bases and links them to the school's approach. This approach is particularly relevant to APJS given the high proportion of disadvantaged pupils with EAL and the significant proportion of disadvantaged pupils with SLCN.</p> | <p>average progress in Speaking and Listening, against expected progress of 6.</p> <p>Year-group progress was:</p> <p>Y3 5.6*, Y4 6.5, Y5 6.3 and Y6 6.0.</p> <p>*Y3 data reflects progress from Autumn 1 to Summer 2, where expected progress for this period is 5 subgrades.</p> <p>This provides evidence that the whole-school approach is contributing to positive progress, while the Y3 figure indicates the continued importance of strengthening language on entry. Impact will also be evaluated through pupil voice, lesson observations/learning walks, formative assessment and evidence of pupils' use of vocabulary and spoken language across the curriculum.</p> |
| <p><b>Disadvantaged pupils develop secure reading skills, including phonics, decoding, fluency, vocabulary and comprehension, enabling them to access</b></p>                                   | <p>Implement the school's DfE-validated Systematic Synthetic Phonics programme and continue the use of the Ruth Miskin programme in Key Stage 2 for pupils who require further phonics support.</p> <p>Ensure all pupils have access to high-quality reading materials, including appropriately matched phonically decodable texts where required, alongside a well-resourced range of books.</p>                                                                                                                                                                                                     | <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy?utm_source=chatgpt.com">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy?utm_source=chatgpt.com</a></p> <p><b>DfE Reading Framework:</b> emphasises systematic synthetic phonics, fluency, comprehension, assessment and support for pupils who have not yet secured the foundations of reading.</p> <p><a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>2025–26 outcomes:</b> PP pupils achieved 61% Expected + in Reading at the end of KS2, compared with 63% nationally for PP pupils.</p> <p>Internal assessment showed 6.6 subgrades progress in Reading, above the expected 6.0.</p> <p>Progress by year group:</p> <p>Y3 4.8*, Y4 6.1, Y5 6.6, Y6 6.9; whole school 6.6.</p> <p>*Y3 data reflects progress from Autumn 1 to</p>                                                                                                                                                                                                                                                                                              |

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| <p><b>increasingly challenging texts and achieve age-related expectations.</b></p> | <p>Strengthen the teaching of reading fluency, vocabulary and comprehension through explicit modelling, guided practice, questioning and opportunities for pupils to read aloud and apply comprehension strategies.</p> <p>Provide Reading Lead release time to monitor implementation, support staff development and promote consistency. Work with the Pinnacle Learning Trust SLE for Early Reading and the SIP to evaluate provision and refine whole-school practice.</p> <p>Train teachers and teaching assistants to deliver consistent, high-quality phonics teaching and targeted support where required.</p> <p>Use regular assessment and gap analysis of reading objectives, phonics assessments and relevant statutory assessment information to identify gaps, inform pupil groupings and adapt teaching. Review outcomes half-termly and use this information to shape targeted support and Progress Plans where appropriate.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com">uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com</a></p> <p><b>EEF – Phonics:</b> phonics has strong evidence base and is particularly important for pupils who are lower attaining and for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=chatgpt.com</a></p> <p><b>EEF – Reading Comprehension Strategies:</b> explicit teaching and modelling of comprehension strategies, followed by guided and independent practice, supports pupils to understand increasingly challenging texts.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-house/fluency?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/reading-house/fluency?utm_source=chatgpt.com</a></p> <p><b>EEF – Reading Fluency:</b> developing accuracy, automaticity and prosody helps pupils move from word recognition towards comprehension.</p> <p>These approaches are particularly relevant to APJS given pupils’ variable starting points in reading and the proportion of pupils who require additional support to secure foundational reading knowledge.</p> | <p>Summer 2, where expected progress for this period is 5 subgrades.</p> <p>Impact during 2026–27 will be monitored through half-termly phonics and reading assessment, pupil progress meetings, pupil groupings, book scrutiny, lesson visits, pupil voice and analysis of progress and attainment. The school will use this information to identify pupils who are making progress but have not yet reached the expected standard, as well as those requiring accelerated support.</p> |
| <p><b>Disadvantaged pupils develop</b></p>                                         | <p>Strengthen the teaching of writing in line with DfE and EEF guidance, with a particular focus on sentence</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>2025–26 outcomes:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>secure foundational writing knowledge and increasingly fluent, accurate and independent writing skills, enabling them to write effectively for a range of purposes and audiences.</b></p> | <p>construction, grammar, transcription, spelling, handwriting and composition.</p> <p>Provide teacher release time and coaching from the Writing Lead/Deputy (SLE) to strengthen staff expertise, consistency and implementation across year groups. Use explicit modelling and supported practice so that pupils are taught how to plan, compose, revise, edit and improve their writing. Build in opportunities for oral rehearsal before writing, particularly for pupils who need additional support to organise and articulate their ideas.</p> <p>Secure foundational knowledge through regular handwriting practice, streamed spelling, consolidation units and targeted teaching of grammar and sentence structure. Adapt the curriculum where necessary to address identified gaps in foundational knowledge.</p> <p>Conduct regular gap analysis of writing objectives following each genre and use this information to adapt planning, teaching, pupil groupings and targeted support. Use PPMs and Progress Plans to review pupils' progress against specific objectives and identify next steps.</p> <p>Continue to develop the school's approach to grammar and sentence</p> | <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p> <p><b>DfE Writing Framework (2025):</b> provides evidence-informed guidance for primary schools on the teaching of writing, including the importance of systematic teaching of transcription, sentence construction, composition and oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2">https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2</a></p> <p><b>EEF – Improving Literacy in KS2:</b> recommends teaching writing composition through modelling and supported practice; developing transcription and sentence construction through extensive practice; and accurately assessing pupils' needs to target teaching and support.</p> <p><b>Oral language and writing:</b> oral rehearsal can help pupils clarify, organise and refine their ideas before committing them to writing.</p> <p>This evidence is particularly relevant to APJS given pupils' variable starting points and the identified need to secure foundational writing knowledge, including handwriting, spelling, transcription, grammar and sentence construction.</p> | <p>PP pupils achieved 66% Expected+ in Writing at the end of KS2, compared with 60% nationally for PP pupils. 7% achieved Greater Depth, in line with the national PP figure of 7%.</p> <p>Internal assessment showed 6.3 subgrades progress in Writing, above the expected 6.0.</p> <p>Progress by year group:</p> <p>Y3 5.8*, Y4 6.4, Y5 6.4, Y6 6.2; whole school 6.3.</p> <p>*Y3 data reflects progress from Autumn 1 to Summer 2, where expected progress for this period is 5 subgrades.</p> <p>Impact during 2026–27 will be evaluated through writing assessment, gap analysis, book scrutiny, lesson visits, pupil voice and PPMs. The school will monitor whether pupils are securing identified foundational objectives and becoming increasingly fluent, accurate and independent writers.</p> |
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|                                                                                                                                                                                                                                            | construction as a key 2026–27 improvement priority.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Disadvantaged pupils develop secure mathematical knowledge, fluency and reasoning, particularly in foundational areas, so that they can access age-related learning and apply their understanding to increasingly complex problems.</b> | <p>Strengthen the teaching of mathematics in line with DfE and EEF guidance, with a particular focus on securing foundational knowledge and addressing misconceptions.</p> <p>Provide whole-staff CPD and ongoing coaching from the Maths Lead to strengthen subject knowledge, consistency and implementation of agreed approaches across year groups.</p> <p>Use morning arithmetic practice to develop fluency, accuracy and recall of key mathematical facts and procedures, with teaching adapted to address identified gaps and misconceptions.</p> <p>Use pre-teaching to secure prerequisite knowledge and vocabulary so that pupils can access year-group objectives.</p> <p>Use Rapid Response Interventions (RRIs), delivered by teaching assistants under teacher direction, to address misconceptions and gaps as they arise. This supports the school's "keep up, not catch up" approach.</p> <p>Provide coaching and release time for the Maths Lead to support consistent implementation and effective teaching</p> | <p><a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a></p> <p><b>DfE Mathematics Guidance:</b> emphasises the importance of developing pupils' mathematical knowledge progressively, including fluency, reasoning and problem solving.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><b>EEF – Improving Mathematics in KS2 and KS3:</b> supports approaches that develop pupils' mathematical understanding, fluency and connected knowledge, alongside effective assessment and responsive teaching.</p> <p>EEF evidence also highlights the importance of developing fluent recall of number facts alongside understanding mathematical procedures and the connections between concepts.</p> <p>This evidence is particularly relevant to APJS given the variable starting points of disadvantaged pupils and the need to secure foundational mathematical knowledge so that pupils can successfully access year-group learning.</p> | <p><b>2025–26 outcomes:</b></p> <p>PP pupils achieved 68% Expected+ in Mathematics at the end of KS2, compared with 63% nationally for PP pupils. 20% achieved Greater Depth, compared with 15% nationally for PP pupils.</p> <p>Internal assessment showed 6.5 subgrades progress in Mathematics, above the expected 6.0.</p> <p>Progress by year group:</p> <p>Y3 5.8*, Y4 6.6, Y5 6.6, Y6 6.3; whole school 6.5.</p> <p>*Y3 data reflects progress from Autumn 1 to Summer 2, where expected progress for this period is 5 subgrades.</p> <p>Impact during 2026–27 will be evaluated through unit-level gap analysis, mathematics assessment, PPMs, book scrutiny, lesson visits, pupil voice and monitoring by the Maths Lead and SLT. The school will monitor whether pupils are securing foundational knowledge, improving fluency and addressing misconceptions so that they make expected or better progress towards age-related expectations.</p> |

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|                                                                                                                                                                                                                            | <p>across year groups.</p> <p>Use regular gap analysis of mathematical objectives following each unit of work to identify gaps, misconceptions and next steps. Use this information to adapt planning, teaching, pupil groupings and targeted support.</p> <p>Use termly or half-termly PPMs and Progress Plans to review assessment information and ensure that teaching and support are responsive to pupils' identified needs.</p>                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Staff have the knowledge, expertise and confidence to consistently implement evidence-informed approaches that address identified barriers for disadvantaged pupils and enable them to make strong progress.</b></p> | <p>Provide sustained, evidence-informed professional development aligned with the identified needs of disadvantaged pupils and the school's improvement priorities.</p> <p>This includes CPD and coaching in early reading and phonics, reading fluency and comprehension, writing, mathematics, oracy/dialogic teaching, adaptive teaching, assessment for learning and the effective use of Progress Plans.</p> <p>Subject leaders use the school's Spotlight monitoring and coaching model to identify strengths and areas for development, share effective practice and provide bespoke CPD for teams and individual staff.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><b>EEF – Effective Professional Development:</b> sustained professional development is important in developing teacher practice. Effective professional development should build knowledge, motivate staff, develop teaching techniques and support teachers to embed new approaches into their practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> | <p>The impact of professional development will be evaluated through the school's Spotlight monitoring model, triangulating evidence from lesson visits, pupils' books, assessment information, pupil voice and professional dialogue with staff.</p> <p>Leaders will evaluate whether agreed approaches are being implemented consistently and whether they are improving classroom practice and outcomes for disadvantaged pupils.</p> <p>Assessment and Progress Plan information will be used alongside monitoring evidence to determine whether identified gaps are closing. Where implementation is inconsistent or pupil outcomes indicate further development is required, subject leaders will provide additional</p> |

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|                                                                                                                                                                                                   | <p>Teaching assistants receive relevant professional development to ensure that targeted approaches, including phonics, WellComm/ELSEC, reading, writing and mathematics interventions, are implemented consistently and connect effectively with classroom teaching.</p> <p>Professional development is refined in response to monitoring, assessment information and identified pupil need.</p>                                                                                                                                                                                                                                                                    | <p><b>The EEF Pupil Premium Menu of Approaches</b> explicitly identifies professional development to support the implementation of evidence-based approaches as an appropriate element of high-quality teaching.</p> <p>This is particularly relevant to APJS because improving outcomes for disadvantaged pupils depends primarily on consistently high-quality classroom teaching, supported by precise assessment, responsive teaching and appropriately targeted intervention.</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>coaching, modelling or bespoke professional development.</p> <p>Effective practice will be identified and shared across teams to strengthen consistency across the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Disadvantaged pupils are emotionally supported, attend regularly, engage positively with learning and develop resilience, confidence, independence and a strong sense of belonging.</b></p> | <p>Provide a graduated pastoral and wellbeing offer so that pupils receive support appropriate to their individual needs. This includes ELSA provision, pastoral support and check-ins, support from the DSL/pastoral team, and referral to external services where appropriate.</p> <p>Use attendance monitoring and early intervention to identify disadvantaged pupils whose attendance or persistent absence may be affecting their learning. Work in partnership with pupils, parents and families to understand individual circumstances, identify barriers and agree appropriate support. Where appropriate, provide signposting to relevant services and</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><b>EEF – Improving Social and Emotional Learning in Primary Schools:</b> supports explicitly teaching social and emotional skills and integrating these approaches across school practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p><b>EEF – Improving Attendance:</b> highlights the importance of using attendance data to identify pupils requiring support, understanding barriers to attendance and working with families and relevant services.</p> | <p>2025–26 disadvantaged pupil attendance was 97.6%, with persistent absence at 18.6%. These figures provide the baseline for evaluating the impact of attendance strategies. Attendance and persistent absence will be reviewed regularly, with a particular focus on pupils whose absence is affecting their learning and on the impact of targeted support provided to pupils and families.</p> <p>The impact of pastoral and wellbeing support will be evaluated through pupil voice, pastoral records, behaviour information, wellbeing information and feedback from pupils and families. Leaders will monitor whether identified pupils demonstrate improved engagement, emotional regulation, readiness to learn and confidence.</p> |

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|  | <p>work with external agencies to support families.</p> <p>Maintain regular, supportive communication with parents and families, ensuring that families have opportunities to share concerns, contribute to decisions about support and understand how they can work with school to improve attendance, wellbeing, engagement and outcomes for their child.</p> <p>Use PSHE/RSE to explicitly develop emotional literacy, relationships, resilience, personal safety and wellbeing.</p> <p>Provide carefully planned transition support for disadvantaged pupils entering Year 3 and moving to secondary school at the end of Year 6. This includes liaison with feeder and receiving schools, sharing relevant information about pupils' academic, pastoral, SEND and attendance needs, additional visits or familiarisation where appropriate, and targeted support for pupils who may find transition more difficult. Parents and families are involved in transition planning where appropriate, helping to ensure continuity between home, school and the next stage of education.</p> <p>Continue to provide opportunities through OPAL, pupil leadership,</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/transitions-between-educational-phases">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/transitions-between-educational-phases</a></p> <p><b>EEF – Supporting transitions between educational phases:</b> identifies transition as an important point in pupils' educational journeys and highlights the importance of information sharing and making positive connections so pupils start confidently in their new setting. While the strongest evidence relates to primary-to-secondary transition, EEF notes that the principles can be applied to other potentially vulnerable transition points.</p> <p>EEF's transition evidence highlights curriculum continuity, familiarity with routines and expectations, positive relationships and connections, and effective communication between settings as important considerations for successful transition.</p> <p>This is particularly relevant to APJS given our responsibility for supporting pupils into Year 3 from feeder schools and from Year 6 into secondary education, with additional support provided according to individual need.</p> <p><a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a></p> <p><b>Zones of Regulation:</b> Research supports structured approaches to emotional</p> | <p>OPAL provides additional evidence of impact on wellbeing, engagement, independence and belonging. Parent, pupil and staff voice collected in June 2026 indicates that children are happy, engaged and active during play, with parents commenting positively on the variety of activities and the atmosphere around school. Children report opportunities to play with friends across year groups, while staff have identified increased enjoyment, positive social interaction and a noticeable positive “buzz” around school. The evidence also indicates that OPAL is supporting choice, independence, creativity, relationships, inclusion and a stronger sense of community and belonging. The school's achievement of the OPAL Gold Award provides further evidence that the approach is embedded within school practice rather than being a short-term initiative.</p> <p>Transition impact will be evaluated through information shared with receiving schools, feedback from pupils and families, attendance and pastoral information, and communication with feeder and secondary schools. Leaders will monitor whether disadvantaged pupils settle successfully at the start of Year 3 and following transition to secondary school, and whether identified pupils receive the additional support they need.</p> <p>Participation data will be used to monitor disadvantaged pupils' access to clubs, enrichment, residential experiences, leadership opportunities, OPAL and wider school activities. Where gaps in participation are</p> |
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|  | <p>enrichment, clubs, residential experiences and wider school activities so that disadvantaged pupils develop confidence, independence, aspiration and belonging.</p> <p>Monitor participation in wider opportunities to identify and address barriers to disadvantaged pupils accessing enrichment and leadership opportunities, working with families where circumstances may affect participation.</p> | <p>regulation for improving behaviour and learning readiness.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><b>Pastoral support and targeted interventions:</b> EEF Guidance Reports indicate that well-structured pastoral support can reduce barriers to learning.</p> <p><b>Working with parents:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><b>Play England - Freedom to Play</b><br/> <a href="https://www.playengland.org.uk/strategy">https://www.playengland.org.uk/strategy</a></p> <p><b>Developing children's agency through outdoor learning:</b> A close-to-practice inquiry<br/> <a href="https://my.chartered.college/research-hub/developing-childrens-agency-through-outdoor-learning-a-close-to-practice-inquiry/?utm_campaign=3183609_Rethinking%20Curriculum%20newsletter%2022%20-%20wellbeing%20toolkit%20launch&amp;utm_medium=email&amp;utm_source=Chartered%20C">https://my.chartered.college/research-hub/developing-childrens-agency-through-outdoor-learning-a-close-to-practice-inquiry/?utm_campaign=3183609_Rethinking%20Curriculum%20newsletter%2022%20-%20wellbeing%20toolkit%20launch&amp;utm_medium=email&amp;utm_source=Chartered%20C</a></p> | <p>identified, leaders will take action to remove barriers.</p> <p>The impact of community and aspiration opportunities will be evaluated through pupil voice, participation records and feedback, including pupils' developing understanding of careers, aspirations, community roles and opportunities beyond their immediate experience.</p> <p>Evaluation will take place through attendance and pastoral reviews, pupil progress meetings, SLT monitoring and termly review of the Pupil Premium Strategy, with findings used to refine provision and identify next steps.</p> |
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|  |  | <a href="#">ollege%20of%20Teaching&amp;dm_i=449V,1W8HL,ZEXYX,8T2I7,1,0,0,0</a><br><br><b>Reimagining Outdoor Learning</b> - A practice-led approach to agency and environment<br><a href="https://www.ntu.ac.uk/_data/assets/pdf_file/0039/2863479/reimagining-outdoor-learning-agency-toolkit.pdf">https://www.ntu.ac.uk/_data/assets/pdf_file/0039/2863479/reimagining-outdoor-learning-agency-toolkit.pdf</a><br><br><b>OPAL Play (Outdoor Play and Learning):</b> Research shows enhanced social skills, wellbeing, and engagement (Parker-Rees et al., 2020).<br><br><a href="https://outdoorplayandlearning.org.uk/">https://outdoorplayandlearning.org.uk/</a> |  |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £45,550

| Intended outcome                                                                                                            | Activity                                                                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                       | Evaluation/Impact                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Disadvantaged pupils with identified speech, language and communication needs develop the language and communication</b> | <p>Use WellComm/ELSEC assessment to identify pupils requiring additional speech, language and communication support and to inform targeted provision. Ensure staff administering and interpreting assessments are trained so that assessment is used consistently and accurately.</p> <p>Provide targeted language</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><b>EEF – Oral Language Interventions:</b> evidence indicates that approaches focused on speaking and listening can have a positive impact on pupils' language skills</p> | <p>Impact will be evaluated through WellComm/ELSEC assessment, teacher assessment, pupil progress information, classroom observation and pupil voice. Progress will be reviewed against each pupil's identified communication and language needs to determine whether specific gaps are closing and whether pupils are increasingly able to understand and use vocabulary, follow</p> |

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| <p><b>skills needed to access the curriculum, participate confidently in learning and make progress towards age-related expectations and beyond.</b></p> | <p>activities/interventions matched to identified need, with advice and support from relevant professionals.</p> <p>Increase access to Educational Psychology advice and support where pupils require further assessment or more specialist guidance.</p> <p>Use information from targeted assessment alongside teacher assessment, pupil progress information and classroom observation to determine whether pupils require additional support and to review progress.</p> | <p>and attainment.</p> <p>The approach is particularly relevant to APJS because language and communication needs are identified within our disadvantaged cohort and can act as a barrier to accessing the wider curriculum.</p> <p><a href="https://www.gla-assessment.co.uk/products/wellcomm/">https://www.gla-assessment.co.uk/products/wellcomm/</a></p> <p><a href="https://files.eric.ed.gov/fulltext/ED679937.pdf">https://files.eric.ed.gov/fulltext/ED679937.pdf</a></p> <p><b>WellComm/ELSEC</b> provides a structured approach to identifying language needs and supporting targeted intervention; the school's use of assessment is combined with professional judgement and advice from relevant specialists.</p> | <p>instructions, articulate ideas and participate confidently in classroom learning.</p> <p>The 2025–26 WellComm/ELSEC data demonstrates positive movement in both Year 3 and Year 5. In Year 3, the proportion of pupils assessed as at age-related expectations increased from 39% at baseline to 74% at exit. The proportion identified as one year behind age-related expectations increased from 2% to 19%, while the proportion identified as two years behind reduced from 38% to 2%. This indicates that a significant proportion of pupils made progress in their communication and language skills during the year. 4% of pupils were receiving bespoke spoken-language programmes at exit.</p> <p>In Year 5, the proportion of pupils assessed as at age-related expectations increased from 40% at baseline to 81% at exit. The proportion identified as one year behind reduced from 32% to 7%, while pupils identified as two years behind reduced from 12% to 2%. This provides evidence of positive progress in communication and language development among pupils receiving support. 3% of pupils were receiving, or were on the waiting list for, bespoke spoken-language programmes at exit.</p> <p>These figures should be interpreted alongside the school's note that some pupils from the original cohorts left the school and a number of new pupils arrived during the year. Leaders therefore use the assessment data alongside individual pupil progress information rather than relying solely on cohort-level comparisons.</p> |
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| <p><b>Disadvantaged pupils with identified gaps in phonics, decoding, reading fluency, vocabulary or comprehension make accelerated progress and develop the secure reading skills needed to access the wider curriculum.</b></p> | <p>Use assessment information to identify disadvantaged pupils who require additional support with phonics or reading beyond high-quality classroom teaching.</p> <p>Provide targeted phonics teaching for pupils who have not secured the required knowledge, with provision adapted according to pupils' starting points and needs. This includes additional support for pupils identified through phonics assessment and for new arrivals where appropriate.</p> <p>Provide targeted reading support for pupils with identified gaps in fluency, inference, vocabulary and comprehension, through small-group or individual sessions matched to the</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>EEF – Phonics:</b> supports systematic synthetic phonics as an effective approach to developing foundational reading skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><b>EEF – Reading Comprehension Strategies:</b> supports explicit teaching and modelling of comprehension strategies, alongside guided and independent practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p> | <p>Impact of targeted phonics provision is evaluated through regular phonics assessments, analysis of individual pupil gaps, pupil progress meetings and review of Progress Plans.</p> <p>During 2025–26, the number of pupils remaining on the phonics programme reduced across all year groups. In Year 3, this reduced from 17 pupils at the start of the year to 8 by the end of the year. In Year 4, the number reduced from 8 to 6 pupils; in Year 5, from 5 to 1 pupil; and in Year 6, from 3 to 1 pupil. This provides evidence that targeted phonics teaching is supporting pupils to secure the knowledge and skills required to progress beyond the programme.</p> <p>Assessment of disadvantaged pupils accessing targeted phonics and fluency provision also</p> |

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|                                                                                                | <p>specific area of need.</p> <p>Use appropriately matched texts and additional opportunities for pupils to practise reading with an adult.</p> <p>Review phonics and reading groups regularly and adapt provision in response to assessment. Class teachers, supported by the Reading Lead and relevant staff, retain responsibility for monitoring pupils' progress.</p> <p>Where appropriate, use Progress Plans to identify specific reading objectives and small steps for pupils requiring additional support.</p> | <p><b>EEF – Reading Fluency:</b> highlights the importance of developing accuracy, automaticity and prosody so that pupils can increasingly focus on comprehension.</p> <p>This approach is particularly relevant to APJS because assessment identifies pupils with specific gaps in foundational reading knowledge and comprehension who require additional support to access the curriculum.</p> | <p>demonstrates individual progress in known sounds. For example, pupils increased from 2 to 23 sounds, 39 to 50 sounds, 43 to 64 sounds, 52 to 75 sounds and 44 to 66 sounds between Autumn 2025 and Autumn 2026. One pupil increased from 50 to 63 known sounds through 1:1 fluency support. Pupils have also moved from targeted phonics support into fluency groups or off the programme where they have secured the required knowledge.</p> <p>Autumn 2026 assessment has identified further pupils requiring phonics or fluency support, with provision adapted in response to individual need. Additional Blue and Grey fluency groups have been established, alongside 1:1 support where appropriate. This demonstrates the school's ongoing assess → identify → intervene → review approach.</p> <p>Leaders will continue to monitor whether pupils receiving targeted phonics support are closing their identified gaps, developing fluency and increasingly accessing wider reading and the curriculum successfully. Where pupils secure the identified knowledge and skills, support will be reduced or discontinued; where progress is insufficient, the intervention, grouping or teaching approach will be reviewed and adapted.</p> |
| <p><b>Disadvantaged pupils with identified gaps in writing develop secure foundational</b></p> | <p>Use writing assessment and objective-level gap analysis to identify disadvantaged pupils requiring additional support with specific aspects of writing.</p>                                                                                                                                                                                                                                                                                                                                                           | <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p> <p><b>DfE Writing Framework (2025):</b> emphasises the importance of securing transcription, sentence construction and composition skills and providing appropriate</p>                                                                     | <p>During 2025–26, 57 disadvantaged pupils received targeted 1:1 editing support in writing. All pupils were initially working below age-related expectations and were identified through assessment as requiring focused support to address specific gaps in their writing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p><b>skills and become increasingly accurate, fluent and independent writers.</b></p> | <p>Provide targeted one-to-one or small-group support for pupils with identified gaps in transcription, handwriting, spelling, grammar, sentence construction and composition.</p> <p>Use one-to-one editing and improvement sessions where appropriate to help pupils identify and correct errors and develop increasing independence in reviewing their own writing.</p> <p>Provide additional opportunities to practise identified skills and consolidate learning following classroom teaching.</p> <p>Use Progress Plans where appropriate to identify specific writing objectives, small steps and appropriate support for individual pupils or small groups.</p> <p>Review provision regularly through teacher assessment and pupil progress meetings, adapting or withdrawing support when pupils secure the identified knowledge and skills.</p> | <p>support for pupils who have not yet secured these foundations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><b>EEF – Improving Literacy in KS2:</b> recommends explicit teaching and modelling of writing, supported practice and developing transcription skills through extensive practice.</p> <p>The approach is particularly relevant to APJS because assessment identifies specific gaps in foundational writing knowledge for some disadvantaged pupils. Targeted support is therefore matched to the precise skill requiring further development rather than being provided simply because a pupil is disadvantaged.</p> | <p>Evaluation demonstrates positive outcomes:</p> <ul style="list-style-type: none"> <li>• 65% of disadvantaged pupils made expected or better progress.</li> <li>• 49% made accelerated progress.</li> <li>• Average progress was 6.5 subgrades, exceeding the expected benchmark of 6.0.</li> </ul> <p>These outcomes provide evidence that targeted 1:1 editing support is associated with improved writing progress and attainment. In particular, the proportion of pupils reaching age-related expectations demonstrates that some disadvantaged pupils successfully closed their identified attainment gaps.</p> <p><b>Monitoring and next steps (2026–27)</b></p> <p>Leaders will continue to evaluate the impact of targeted writing support through objective-level assessment, scrutiny of pupils' independent writing, Progress Plan reviews and pupil progress meetings.</p> <p>Particular attention will be given to whether pupils are securing and independently applying the specific writing skills identified as gaps. Where pupils make insufficient progress, teachers and subject leaders will review and adapt the support provided. Where pupils have secured the identified skills, additional support will be reduced or discontinued.</p> |
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| <p><b>Disadvantaged pupils with identified gaps in mathematical knowledge and fluency secure the foundational knowledge and skills they need to access age-related learning and make accelerated progress.</b></p> | <p>Use teacher assessment, pre-assessment, unit-level gap analysis and pupil progress information to identify disadvantaged pupils with specific mathematical gaps or misconceptions requiring additional support.</p> <p>Provide targeted small-group support and Rapid Response Interventions (RRIs) to address specific misconceptions and gaps identified through classroom assessment. Support is delivered under teacher direction and focuses on the precise knowledge or skill requiring further development.</p> <p>Provide additional opportunities to practise and consolidate arithmetic and number facts, including targeted use of Numbots and Times Tables Rock Stars where appropriate.</p> <p>Use pre-teaching where pupils need prerequisite knowledge secured before accessing new learning.</p> <p>Use Progress Plans where appropriate to identify specific mathematical objectives, small steps and appropriate support.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><b>EEF – Improving Mathematics in Key Stages 2 and 3:</b> supports approaches that develop pupils' mathematical understanding, fluency and connected knowledge, alongside effective assessment and responsive teaching.</p> <p>EEF evidence highlights the importance of developing fluent recall of number facts alongside understanding mathematical procedures and connections between concepts.</p> <p><a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a></p> <p><b>DfE Mathematics Guidance:</b> emphasises securing mathematical knowledge progressively, including fluency, reasoning and problem solving.</p> <p>This approach is particularly relevant to APJS because assessment identifies specific gaps in foundational mathematical knowledge for some disadvantaged pupils. Targeted support is therefore matched to identified need rather than provided simply because a pupil is disadvantaged.</p> | <p>2025–26 disadvantaged pupils made 6.5 subgrades progress in Mathematics, above expected progress of 6.0. At the end of KS2, 68% of disadvantaged pupils achieved Expected+ in Mathematics, compared with 63% nationally for disadvantaged pupils, while 20% achieved Greater Depth, compared with 15% nationally for disadvantaged pupils.</p> <p>Impact of targeted provision will be evaluated through assessment of the specific mathematical objectives identified as gaps, pupil progress meetings, work scrutiny and review of Progress Plans.</p> <p>Leaders will monitor whether pupils are securing the identified knowledge and applying it successfully in their normal classroom learning.</p> <p>Where pupils secure the identified objectives, targeted support will be reduced or discontinued. Where progress is insufficient, the intervention, grouping or teaching approach will be reviewed and adapted.</p> |
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|                                                                                                                                                                                                                       | Review interventions regularly through teacher assessment and pupil progress meetings and adapt, reduce or discontinue support when pupils secure the identified knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Disadvantaged pupils with identified gaps in foundational knowledge are identified early and receive precise, timely support so that they can access the age-related curriculum and make accelerated progress.</b> | <p>Use pre-assessment, formative assessment, objective-level gap analysis and pupil progress information to identify specific gaps in knowledge and skills.</p> <p>In Year 3, use consolidation units in Reading, Writing and Maths following pupils' transition from KS1. These units revisit and secure key foundational knowledge before pupils move on to new year-group content. Objective-level assessment is used to identify pupils who require further support.</p> <p>Use the outcomes of consolidation units and ongoing assessment to identify individual pupils or small groups requiring additional targeted support.</p> <p>Use Progress Plans where appropriate to identify precise objectives, small steps and strategies for pupils who require additional support. Progress Plans are reviewed regularly and are used to inform teaching and intervention rather than as an additional assessment burden.</p> | <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a></p> <p><b>EEF guidance on using Pupil Premium effectively</b> emphasises diagnosing barriers to learning, selecting appropriate approaches and monitoring implementation and impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><b>EEF guidance on assessment and feedback</b> supports the use of assessment to identify pupils' learning needs and adapt teaching and support accordingly.</p> <p>The approach reflects APJS's established use of pre-assessment, objective-level gap analysis, Year 3 consolidation units, pupil progress meetings and Progress Plans to identify and respond to specific gaps. The approach ensures that additional support is based on identified need rather than disadvantaged status alone.</p> | <p>The impact of Year 3 consolidation units will be evaluated through objective-level assessment and comparison of pupils' knowledge before and after the consolidation work. Leaders will monitor whether pupils secure the identified foundational knowledge and are subsequently able to access Year 3 learning more successfully.</p> <p>The impact of targeted provision will be evaluated through pupil progress meetings, Progress Plan reviews, subsequent assessment and evidence in pupils' classroom work.</p> <p>Leaders will monitor whether identified gaps are closing and whether pupils can apply newly secured knowledge independently following targeted support.</p> <p>Where pupils continue to have significant gaps, provision will be adapted and further targeted support identified. Where pupils demonstrate secure knowledge and improved access to classroom learning, additional support will be reduced or discontinued.</p> <p>Whole-school and disadvantaged pupil attainment and progress data will be reviewed alongside individual pupil evidence to evaluate</p> |

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|                                                                                                                                                                                                                                                                       | <p>Class teachers retain overall responsibility for the progress of disadvantaged pupils, with Reading, Writing and Maths Leads providing monitoring, support and subject expertise.</p> <p>Use pupil progress meetings to review attainment, progress and barriers, agree next steps and identify whether targeted provision should continue, be adapted or cease.</p> <p>Where assessment shows that a pupil has secured the identified knowledge, targeted support is reduced or discontinued so that pupils increasingly access learning independently within the classroom.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | the overall effectiveness of the strategy and inform the next cycle of planning.                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Disadvantaged pupils in Years 5 and 6 who are working below age-related expectations will close identified gaps in Reading, Mathematics and Grammar, Punctuation and Spelling, make accelerated progress where appropriate, and increase the proportion</b></p> | <p>Provide 15 hours of focused small-group tuition for identified pupils in Years 5 and 6, including pupils with SEND. Pupils are identified through assessment and analysis of gaps in their knowledge and skills.</p> <p>Tuition is delivered by trained Teaching Assistants and is precisely matched to identified gaps in Reading, Mathematics or Grammar, Punctuation and Spelling.</p> <p>Use assessment information to identify the specific knowledge and skills that pupils need to secure and adapt the focus of tuition accordingly.</p>                                  | <p><b>EEF – Small group tuition:</b> evidence supports targeted small-group tuition as an approach for pupils who have identified gaps in their knowledge and skills, particularly when teaching is closely matched to pupils' needs and linked to classroom learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | <p>During 2025–26, 10 disadvantaged pupils received targeted mathematics tuition and 13 received targeted reading tuition. All pupils were initially working below age-related expectations and were identified through assessment as requiring additional support to address specific gaps and accelerate their progress.</p> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• 80% of disadvantaged pupils made expected or better progress.</li> <li>• 60% made accelerated progress.</li> </ul> |

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| <p><b>reaching age-related expectations and beyond.</b></p> | <p>Monitor pupils' progress during and following tuition and consider whether pupils can apply their newly secured knowledge independently in classroom learning.</p> |  | <ul style="list-style-type: none"> <li>• Average progress was 7.1 subgrades, exceeding the expected benchmark of 6.0.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 84% of disadvantaged pupils made expected or better progress.</li> <li>• 69% made accelerated progress.</li> <li>• Average progress was 8.1 subgrades, exceeding the expected benchmark of 6.0.</li> </ul> <p>These outcomes provide positive evidence of the impact of targeted small-group tuition on disadvantaged pupils' progress and attainment. In particular, the proportion of pupils reaching age-related expectations demonstrates that some pupils successfully closed their identified attainment gaps.</p> <p>The reading outcomes were particularly positive, although the relatively small intervention groups mean that findings should be interpreted alongside individual pupil assessment and classroom evidence.</p> <p><b>Monitoring and next steps (2026–27)</b></p> <p>Leaders will continue to evaluate the impact of small-group tuition through assessment of identified knowledge gaps, individual pupil progress, attainment information, pupil progress meetings and evidence of pupils</p> |
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|  |  |  | <p>applying their learning independently in the classroom.</p> <p>Pupils who do not make sufficient progress will have their needs and provision reviewed so that teaching and intervention can be adapted. Where pupils have secured the identified knowledge and skills, additional support will be reduced or discontinued.</p> |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,450

| Intended outcome                                                                                                                                                             | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Evaluation/Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Disadvantaged pupils attend regularly, feel safe and supported, develop positive self-regulation and behaviour, and are able to engage positively in learning.</b></p> | <p>Use a whole-school approach to attendance, with early identification of pupils at risk of persistent absence, regular monitoring and timely communication with families. Work with pupils and families to understand and address individual barriers to attendance and involve external agencies where appropriate.</p> <p>Provide targeted pastoral and wellbeing support, including ELSA, pastoral check-ins and access to the Mental Health Support Team where appropriate.</p> <p>Provide whole-staff training and consistent approaches to self-</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p><b>EEF – Improving Attendance:</b> recommends using attendance data to identify pupils requiring additional support, understand barriers and work with families and relevant services to improve attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> | <p>2025–26 disadvantaged pupil attendance was 97.6%, with persistent absence at 18.6%. These figures provide the baseline against which future improvement will be measured.</p> <p>Attendance and persistent absence will be reviewed regularly, with individual cases and groups of disadvantaged pupils identified for additional support.</p> <p>Impact of wellbeing and behaviour provision will be evaluated through attendance, behaviour and pastoral records, pupil voice, wellbeing information and staff observations.</p> <p>Leaders will monitor whether pupils demonstrate improved self-regulation, positive behaviour, readiness to learn and engagement.</p> |

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|                                                                                          | <p>regulation, emotional literacy and behaviour, helping pupils to recognise and manage emotions, regulate their behaviour and develop independence.</p> <p>Use PSHE/RSE and wider personal development provision to develop resilience, relationships, personal safety, emotional wellbeing and positive behaviour.</p> <p>Embed OPAL as a whole-school approach to improving the quality of outdoor play, supporting positive relationships, independence, resilience, self-regulation and readiness to learn.</p> | <p><b>EEF – Improving Social and Emotional Learning:</b> supports explicitly teaching social and emotional skills and integrating these approaches throughout school practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><b>EEF – Improving Behaviour in Schools:</b> highlights the importance of consistent whole-school approaches, explicitly teaching positive behaviour and supporting pupils to develop self-regulation.</p> <p><a href="https://outdoorplayandlearning.org.uk/opal-programme/introduction/">https://outdoorplayandlearning.org.uk/opal-programme/introduction/</a></p> <p><b>OPAL Primary Programme:</b> provides a whole-school approach to improving the quality of children's play and developing independence, resilience and positive social interaction.</p> | <p>The impact of OPAL will be evaluated through pupil and staff voice, observations of play, behaviour information and evidence of pupils' independence, resilience and engagement.</p> <p>(See evidence above in Teaching impact/evidence column)</p>                                                         |
| <b>Disadvantaged pupils experience successful transitions, develop a strong sense of</b> | <p>Provide planned transition support into Year 3 and from Year 6 into secondary education, including liaison with feeder and receiving schools, sharing relevant academic, SEND, pastoral and attendance information, additional visits and familiarisation</p>                                                                                                                                                                                                                                                     | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/transitions-between-educational-phases">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/transitions-between-educational-phases</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>The University of Manchester Primary–Secondary School Transition Emotional Wellbeing Scale (P-S WELLS) project provides independent evidence of the impact of the school's personal development and transition provision. Findings demonstrated that pupils leaving Alexandra Park in 2026 transitioned</p> |

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| <p><b>belonging and have equitable access to experiences that broaden their aspirations and understanding of the wider world.</b></p> | <p>where appropriate, and targeted support for pupils who may find transition more difficult.</p> <p>Develop strong relationships with parents, families and the wider community, providing opportunities for parents, community members and visitors to contribute to school life and pupils' learning.</p> <p>Provide experiences that broaden pupils' aspirations and understanding of careers and opportunities, including Aspirations Day, Mini Police, visitors and speakers, careers-related activities and community experiences.</p> <p>Ensure disadvantaged pupils have equitable access to clubs, trips, residential experiences, leadership opportunities, OPAL and wider enrichment, including financial support where cost could otherwise create a barrier.</p> <p>Monitor participation to identify pupils who may be missing out and proactively encourage participation.</p> | <p><b>EEF – Supporting transitions between educational phases:</b> highlights the importance of effective information sharing, positive relationships, continuity and preparation for successful transitions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><b>EEF – Improving Social and Emotional Learning:</b> supports approaches that develop pupils' confidence, relationships, self-awareness and responsible decision-making.</p> <p>Wider enrichment and aspiration opportunities support pupils' understanding of the world beyond school and contribute to personal development and engagement.</p> | <p>successfully into secondary education, maintaining positive levels of wellbeing, resilience, confidence and school connectedness. This provides evidence that pupils were emotionally prepared for secondary school.</p> <p>Leaders have used these findings to further strengthen transition arrangements, including the development of an evidence-informed Year 3 Transition Curriculum, supporting pupils' confidence, independence and sense of belonging from the point of entry.</p> <p>Ongoing impact will be evaluated through attendance, pupil voice, participation data, pastoral information and feedback from families, staff and receiving secondary schools.</p> <p>Leaders will monitor disadvantaged pupils' participation in clubs, enrichment, residential visits, leadership and wider opportunities. Pupil voice will assess the impact on confidence, aspiration, belonging and understanding of the wider world. Where participation gaps are identified, leaders will work with families to understand and remove barriers.</p> <p>The P-S WELLS findings relate to the participating transition cohort. Disadvantaged pupils' outcomes will continue to be monitored separately to evaluate the impact of provision on this group.</p> |
| <p><b>Disadvantaged pupils have</b></p>                                                                                               | <p>Provide an accessible Breakfast Club offer, including the school's</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Breakfast Club participation will be monitored, including the participation of disadvantaged</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p><b>access to a positive and inclusive start to the school day that supports attendance, punctuality, wellbeing, social interaction and readiness to learn.</b></p> | <p>participation in the DfE Breakfast Club programme, to support pupils and families and reduce barriers associated with attendance, punctuality and readiness to learn.</p> <p>Proactively identify and encourage pupils who may particularly benefit from the provision, including disadvantaged pupils and pupils where punctuality or attendance is a concern.</p> <p>Provide appropriate staffing and structured opportunities for positive social interaction, including games and activities, so that pupils experience a calm, welcoming and purposeful start to the school day.</p> <p>Work with families to promote take-up and identify where Breakfast Club may form part of wider attendance or pastoral support.</p> | <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> <p><b>EEF – Pupil Premium Menu of Approaches:</b> Breakfast clubs and meal provision are identified as an evidence-informed wider strategy. The EEF reports some evidence that free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning and supporting behaviour and school attendance.</p> <p>This approach complements APJS's wider attendance, wellbeing and family-engagement strategies by providing practical support while helping pupils begin the school day positively and ready to learn.</p> | <p>pupils and pupils identified through attendance, punctuality or pastoral monitoring.</p> <p>Take-up has increased substantially, from approximately 30–40 pupils in 2025–26 to nearly 80-90 pupils in Autumn 2026 following the development of the provision and introduction of the DfE Breakfast Club offer.</p> <p>Leaders will evaluate impact through participation data, attendance and punctuality information, pupil and parent voice, staff observations and evidence of pupils' readiness to learn. Particular attention will be given to identified disadvantaged pupils to determine whether Breakfast Club is helping to remove individual barriers.</p> <p>Findings will be used to refine the offer, target support and encourage participation where pupils and families may benefit.</p> |
| <p><b>Disadvantaged pupils have equitable access to the full range of educational, enrichment and personal development opportunities</b></p>                          | <p>Provide fully funded or subsidised access to educational visits, residential experiences, enrichment activities, clubs and other wider opportunities where financial circumstances could otherwise be a barrier.</p> <p>Monitor participation in clubs, trips, residential, leadership opportunities</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a></p> <p>The <b>EEF Pupil Premium guidance</b> identifies wider strategies, alongside teaching and targeted academic support, as an important element of a coherent approach to addressing the barriers faced</p>                                                                                                                                                                                                                                                                                                                                     | <p>Participation data will be monitored to compare access for disadvantaged pupils with their peers across clubs, trips, residential experiences, leadership and wider enrichment.</p> <p>Leaders will identify and respond to any participation gaps and review whether financial support has enabled pupils to access opportunities that they might otherwise have missed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p><b>available at APJS, regardless of their family's financial circumstances.</b></p> | <p>and wider enrichment to identify disadvantaged pupils who may be under-represented.</p> <p>Work sensitively with families where financial circumstances may affect participation and provide support to remove barriers wherever possible.</p> <p>Ensure disadvantaged pupils are actively encouraged to participate in leadership, enrichment, OPAL, residential and aspiration opportunities, rather than assuming that financial or other barriers will prevent participation.</p> | <p>by disadvantaged pupils.</p> <p>Providing equitable access to enrichment supports pupils' wider development, engagement, confidence, aspirations and sense of belonging.</p> <p>This is particularly relevant to APJS because the school provides a broad programme of enrichment and personal development opportunities and seeks to ensure that financial circumstances do not prevent disadvantaged pupils from participating.</p> | <p>Pupil voice and feedback from pupils and families will contribute to evaluation of whether pupils feel able to participate fully in school life.</p> <p>The school will monitor the breadth of experiences accessed by disadvantaged pupils as part of its wider evaluation of belonging, aspiration, engagement and personal development.</p> |
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**Total budgeted cost: £242,689**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes for disadvantaged pupils

The school evaluates the outcomes of disadvantaged pupils using a combination of national assessment outcomes, teacher assessment, summative and formative assessment, pupil progress information, attendance data and wider pastoral and wellbeing information. This enables leaders to consider both academic outcomes and the wider barriers that can affect disadvantaged pupils' achievement and engagement.

#### Year 6 external outcomes – 2026

The performance of disadvantaged pupils at the end of Year 6 demonstrates strong outcomes in several key areas, particularly when compared with national outcomes for disadvantaged pupils.

| Measure                           | APJS disadvantaged | National disadvantaged |
|-----------------------------------|--------------------|------------------------|
| Reading, Writing & Maths combined | 45%                | 49%                    |
| Reading Expected+                 | 61%                | 63%                    |
| Writing Expected+                 | 66%                | 60%                    |
| Maths Expected+                   | 68%                | 62%                    |
| GPS Expected+                     | 77%                | 61%                    |
| Writing Greater Depth             | 7%                 | 7%                     |
| Maths Greater Depth               | 20%                | 15%                    |
| GPS Greater Depth                 | 20%                | 19%                    |
| Reading Greater Depth             | 11%                | 19%                    |

The proportion of disadvantaged pupils achieving the expected standard was above the national disadvantaged outcome in Writing, Mathematics and Grammar, Punctuation and Spelling, and was close to the national outcome in Reading. The combined Reading, Writing and Mathematics outcome was 45%, an improvement from 41% in 2025, although this remains below the national disadvantaged outcome of 49%.

Greater Depth outcomes were particularly strong in Mathematics (20% compared with 15% nationally) and Grammar, Punctuation and Spelling (20% compared with 19% nationally). Writing Greater Depth was in line with the national disadvantaged outcome at 7%.

These outcomes indicate that the school's focus on high-quality teaching, targeted support, foundational knowledge, assessment and responsive intervention is contributing to improved outcomes for disadvantaged pupils. However, the combined RWM and Reading outcomes indicate that further work is required to ensure that more disadvantaged pupils achieve consistently across all three subjects.

### **Multiplication Tables Check**

Disadvantaged pupils also performed strongly in the 2026 Multiplication Tables Check, with 39% achieving the expected standard compared with 27% nationally in 2025. The average score was 21.2 compared with 19.3 nationally in 2025.

This provides evidence of the impact of the school's continued focus on mathematical fluency and arithmetic, including regular opportunities to practise number facts and multiplication facts.

### **Progress of disadvantaged pupils**

School assessment data demonstrates that disadvantaged pupils made above expected progress overall across Years 4–6.

| 2025–26 Year Group | Reading | Writing | Maths |
|--------------------|---------|---------|-------|
| Year 4             | 6.1     | 6.4     | 6.6   |
| Year 5             | 6.6     | 6.4     | 6.6   |
| Year 6             | 6.9     | 6.2     | 6.3   |
| Average Years 4–6  | 6.6     | 6.3     | 6.5   |
| Expected progress  | 6.0     | 6.0     | 6.0   |

Disadvantaged pupils therefore exceeded the school's expected progress measure of 6 subgrades in Reading, Writing and Mathematics, with average progress of 6.6 in Reading, 6.3 in Writing and 6.5 in Mathematics.

The consistency across Years 4–6 provides evidence that the school's approach to assessment, Progress Plans, targeted academic support and responsive teaching is supporting disadvantaged pupils to make sustained progress.

### **Attendance and wider outcomes**

Attendance data also provides evidence of improvement in the wider outcomes for disadvantaged pupils.

In 2025–26, disadvantaged pupil attendance was 97.6%, compared with 97% for the local authority. Persistent absence was 18.6%, compared with 23.4% across the local authority.

This provides evidence that the school's attendance systems, monitoring, early identification and work with pupils and families are having a positive impact. Persistent absence remains an area for continued focus, particularly where absence continues to affect individual pupils' learning and progress.

Wider evidence from pastoral monitoring, pupil voice, behaviour and wellbeing information, Progress Plans and participation in the school's wider offer is also used to evaluate the barriers affecting disadvantaged pupils and the effectiveness of the support provided.

### **Evaluation of the previous strategy**

Overall, the 2025–26 outcomes provide positive evidence that the school's Pupil Premium strategy is contributing to improved outcomes for disadvantaged pupils.

The strongest evidence of impact is seen in:

- Above-national disadvantaged outcomes in Writing, Mathematics and GPS at the end of Year 6.
- Above-expected progress in Reading, Writing and Mathematics across Years 4–6.
- Particularly strong Mathematics and GPS Greater Depth outcomes.
- Strong Multiplication Tables Check outcomes.
- Attendance above the local authority figure and persistent absence below the local authority figure.
- Evidence of impact from the school's assessment, Progress Plan, targeted intervention, attendance monitoring and wider enrichment/pastoral systems.

The review also identifies areas requiring continued attention. In particular, Reading, combined RWM outcomes and persistent absence remain priorities. The 2026–27 strategy therefore builds on the successful elements of the previous approach while strengthening the school's focus on early identification of gaps, reading and language development, responsive targeted support, attendance, wellbeing and equitable access to the wider curriculum and enrichment.

