

Pupil Premium Strategy Statement for Purbrook Junior School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Purbrook Junior School	
Number of pupils in school	383 (based on October census)
Proportion (%) of pupils eligible for Pupil Premium funding	32% (based on October census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Craig Williams
Pupil premium lead	Emma O'Hare
Governor	Paul Netting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,005 Made up of: £162,105 (FSM) £4500 (Services) £0 (Post LAC)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Purbrook Junior School we DREAM BIG! This vision is underpinned by our three core values; Respect, Team, Achieve.

We truly believe that all children can achieve including those eligible for Pupil Premium funding. Through an 'Every Child Counts', authentically inclusive approach, we identify barriers to learning for all children including those who are disadvantaged. This rigorous process supports our aim to narrow the gap between disadvantaged and non-disadvantaged pupils and their outcomes at the end of their Purbrook Junior School journey.

At Purbrook Junior School, we deliver Ordinarily Available Provision (class based), targeted and individual support to enable learning success. We ensure all children are receiving high quality inclusive teaching through a broad and balanced curriculum. Where a learning need has been identified which requires targeted support, a small group or 1 to 1 intervention may be required to ensure more rapid progression.

We also recognise that for our pupils to be ready to access learning they need to feel safe and happy. To achieve this, it could be simply providing breakfast on an occasional morning or consulting with an external agency for further support. Our relationships with our pupils and families are paramount to the children's success. These relationships also endeavour to promote good attendance by all. Our pastoral support ensures children feel ready to learn and have a true belief that they can 'Dream Big!'.

We use data from internal and external sources and both qualitative and quantitative information to inform our practice. We also recognise that not all pupils who are eligible for Pupil Premium funding will be underachieving. We also recognise that not all pupils who are underachieving will be eligible for Pupil Premium funding. We proudly use our Pupil Premium funding to support the learning of all children at Purbrook Junior School.

Challenges

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

Challenge number	Detail of challenge
1	Reading outcomes Data highlights that some pupils eligible for Pupil Premium funding would benefit from additional support to further develop their reading skills. There is a need to enhance fluency and deepen understanding of new vocabulary in context and therefore develop a greater comprehension of a text. There is also an opportunity to nurture a greater enjoyment of reading beyond the classroom, helping children to build positive reading habits and a lifelong love of books.
2	Writing outcomes Data indicates that some pupils eligible for Pupil Premium funding would benefit from targeted support to strengthen key writing skills. A particular focus is needed on developing strong foundations, including a secure understanding of sentence structures and the effective use of a range of punctuation as well as fluency in handwriting. There is also a need to support children in proofreading and editing their work, to ensure that taught spelling rules and punctuation for instance are consistently applied in sustained writing.
3	Maths outcomes Data suggests that some children would benefit from further support in recalling number facts and applying their mathematical knowledge to problem-solving tasks. Strengthening retention of key mathematical facts, such as times tables, is essential. Additionally, there is a need to help children make clear and confident connections between fractions, decimals, and percentages, supporting their overall mathematical fluency and understanding

4	Attendance Internal monitoring shows that some pupils eligible for Pupil Premium funding may benefit from additional support to improve attendance. Working in partnership with families, we aim to encourage and enable more consistent school attendance through positive engagement and tailored support.
5	‘Brilliant Behaviour and Learning’ through pastoral support Some pupils, including those eligible for Pupil Premium funding, may experience challenges with emotional regulation and behaviour which can impact their readiness to learn. When children struggle to manage/regulate their behaviour, they can feel less able to engage positively with learning. Additionally, families within our Purbrook Junior School community may require pastoral support to help children feel safe, valued, and confident. Without these supports, pupils may find the school day a challenge. We want all children to achieve, belong and thrive.

Intended outcomes

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

Intended outcome	Success criteria
1. Children eligible for Pupil Premium funding will have improved their attainment in reading by the end of KS2. Children will have improved fluency outcomes.	- Internal data will show improved word count per minute, fluency and decoding ages as per FFT assessment tool. - Standardised scores will have improved in standardised tests in Y3-5. - Pupil voice will indicate an enjoyment of reading. - Internal monitoring will demonstrate teachers planning adaptations to include more fluency more regularly. - More children will have completed the reading scheme and be a 'Free Reader'. - The % of pupils achieving ARE+ in reading by the end of KS2 is closer to that achieved by non-disadvantaged.
2. Children eligible for Pupil Premium funding will have improved their attainment in writing by the end of KS2. Children will have strong foundations in writing; handwriting, spellings, grammar and punctuation.	- Children have increased application of the strong foundations in writing ('Must Haves') – monitored through whole school moderation. - Pupil voice will indicate understanding of the strong foundations in writing. - Internal monitoring will demonstrate teachers planning adaptations to include proof reading skills in line with writing 'Must Haves'. - The % of pupils achieving ARE in writing by the end of KS2 is closer to that achieved by non-disadvantaged.
3. Children eligible for Pupil Premium funding will have improved their attainment in maths by the end of KS2. Children achieving 25/25 in the MTC will rise. Children will be able to respond to problems and make connections between fractions, decimals and percentages more confidently.	- Internal and external data will show improved outcomes of the times table check year on year. - Standardised scores will have improved in standardised tests. - Internal monitoring will demonstrate teachers planning adaptations to include more problem-solving opportunities, number fluency, times tables and explicitly linking fractions, decimals and percentages more often. - Pupil voice will demonstrate children's confidence in problem solving in maths

	• The % of pupils achieving ARE in maths by the end of KS2 is closer to that achieved by non-disadvantaged.
4. Children eligible for Pupil Premium funding will have improved attendance. Children who are absent more often will be supported to improve their overall attendance.	• Attendance of children eligible for funding is 96% and above • Children who have attendance of below 90% will have improved attendance through support • Persistent absence rates will fall.
5. Children will develop improved emotional regulation and positive behaviour enabling greater engagement with learning.	• ELSA, Thrive and other pastoral sessions will note improvements in well-being and attitudes of the children in and out of the classroom • Teachers notice an improved attitude towards learning. • Pupil voice will indicate the difference that pastoral support makes to them in the classroom • Children believe they can achieve, belong and thrive.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a coaching culture across the school to strengthen High Quality Inclusive Teaching (HQIT), ensuring consistently strong pedagogy that meets the needs of all learners.	Education Endowment Foundation (EEF) recommends high quality CPD to ensure that all teachers are highly skilled. Teaching and Learning Leaders provide mentoring and coaching to teaching staff in order to ensure that teaching remains at least good or better.	1,2,3
Termly pupil progress meetings ('Every Child Counts') will ensure that teachers address gaps in learning and adaptations or additional provisions are put in place. Specific focus children will be chosen for reading, writing and maths to accelerate their progress.	EEF Tiered model of approaches recommends developing high quality teaching followed by targeted academic support. High Quality Inclusive Teaching is the key driver and these meetings allow for considering the varying needs of cohorts/classes/individuals. Where additional intervention is required, including those with EHCPs, this is planned, delivered and evaluated in order to judge impact and ensure progress. Learning Plans are created for individual children using the INSIGHT assessment software. Teachers also bring forward areas of concern of a pastoral nature so that children can be supported and thrive in the classroom.	1,2,3,4,5
Staff Training provided through HIAS Core Provision for English and Maths subject leaders and then disseminated to all staff.	Maths and English leaders have half termly training delivered by HIAS professionals to ensure our staff have professional development based on the best available evidence. These leaders deliver staff training based on this professional support to support the delivery of these core subjects within the classroom.	1,2,3
Staff Training for English Leader: Fluency in Reading The Writing Framework	EEF's <i>Effective Professional Development</i> report emphasises that high-quality professional development for leaders and teachers is one of the most powerful levers for improving pupil outcomes, especially for disadvantaged pupils	1,2
Pupil Premium Leader to attend termly networking meetings led by HIAS.	Pupil Premium Leader to attend termly networking meetings led by HIAS. Pupil Premium lead to share and learn about good practice which can be replicated and/or adjusted to meet the needs of our children at Purbrook Junior School.	1,2,3,4,5
Promote 'Brilliant Behaviour and Learning' through a shared language and consistently high expectations – staff CPD and pupil voice.	EEF's <i>Improving Behaviour in Schools</i> guidance and related research indicate: Shared language and consistent routines are key to building a positive school culture. Inconsistent language leads to unpredictable behaviour responses; a universal approach fosters trust and clarity.	1,2,3,4,5
Moderation opportunities within cluster of schools – 'Crookrook'. All core subjects in each year group.	EEF suggests that sustained CPD in assessment practices ensures there is greater consistency. High quality moderation opportunities ensures there is evidence-informed changes to classroom practice.	1,2,3

Enhances transition activities between Purbrook Infant and Purbrook Junior settings to ensure continuity of learning, bridge gaps from KS1 to KS2, and secure strong foundations for sustained progress.	EEF supports an effective transition programme as it highlights that attainment often dips at transition points due to curriculum discontinuity and changes in routines. Working collaboratively ensures that there is a shared culture of high expectations and a seamless curriculum delivery.	1,2,3,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in place to close learning gaps as identified within pupil progress meetings ('Every child Counts')	Pupils are identified during these meetings to identify those children who require targeted academic support. These sessions take place weekly and focus on elements of reading and maths explicitly linked with normal lessons (EEF).	1,2,3
Learning Support Assistant allocated based on level of need to deliver small group interventions in the afternoons	EEF suggest that strategic deployment of LSAs is important to ensure priority pupils are supported. Pupils are identified who we believe would benefit from additional support from a teaching assistant. On selected afternoons, Learning Support Assistants then deliver carefully selected programs based on the needs identified. The frequency is dependent upon the requirements of the specific programme.	1,2,3
ELS phonics – a whole school systematic synthetic phonics program.	High Quality Inclusive Teaching of a full Systematic Synthetic Phonics for a target group of pupils who have been identified in rigorous assessment systems.	1,2
Further embedding of the 'Learning By Questions' online tool – Year 6 Springboard	EEF 'Improving Mathematics in KS2/3' suggests that Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalisation of thought processes, guided practice, corrective feedback, and frequent cumulative review. EEF also recognises the part in which technology can enable children to make gains in learning.	3
Implementation and CPD of the FFT – 'Reading Assessment Programme'.	EEF highlights that assessment and feedback are vital for learning: diagnostic assessments and regular feedback loops help teachers close gaps effectively. The FFT assessment tool is an adaptive assessment which produces instant, actionable data.	1,2,3
Targeted training opportunities for the Designated Teachers to strengthen expertise in supporting care experienced children and ensure high-quality Personal Education Plans (PEPs) are implemented effectively.	In alignment with PEPs, EEF's implementation guidance stresses that interventions work best when they are planned, monitored, and adapted. A PEP details clear, measurable targets which can be tracked effectively.	1,2,3,4,5
Implement a robust system to identify, monitor and support pupils who currently have a social worker (CIN/CP) or have had previous social care involvement.	Maintaining accurate records, sharing relevant information sensitively, and ensuring these pupils receive targeted academic and pastoral support is essential. It is also imperative that we support the family too. The EEF funded 'What works in education for children who have had social workers?' suggests that interventions which supported parents and carers were particularly encouraging. We want to work collaboratively to ensure the best outcomes for children at Purbrook Junior School.	1,2,3,4,5

Selected target children to explore the importance of learning behaviours through a 5/6 week intervention – 'Learning about my learning'.	EEF supports that the general climate for learning can be improved through the explicit teaching of learning behaviours.	1,2,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training, new cohort of children introduced to The Art of Being Brilliance approach to mindset	'Schools may consider whole-school approaches to social and emotional support' suggest the EEF. Purbrook Junior School is a 'Brilliant School', 'An Outstandingly Happy School'. We will provide training for any new members of staff and new school entrants. We will also be able to access online materials to ensure The Art of Brilliance improves the mental health of all. The language will form part of the school's adapted behaviour policy. This mindset and approach to life will be shared with parents.	1,2,3,4,5
Attachment and Trauma Informed practice will continue to be embedded and supported by wider professional reading and professional development undertaken by staff.	Teachers and school staff will continue to receive CPD to further embed the principles of Attachment and Trauma Informed practice. Hampshire County Council recognise that 'An attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning.'	1,2,3,4,5
Children attend a set of structured sessions with the ELSA to provide social and emotional support to ensure a readiness to learn (Part funding of)	'Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF. Interventions that target social and emotional learning seek to improve pupil's interaction with other's and self-management of emotions which are linked to positive outcomes later in life. Based on the Every Child Counts Strategy, pupils are identified who would benefit from bespoke emotional support from our school ELSA. ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter.	1,2,3,4,5
Children and families are supported by our HSLW (Part funding of)	Levels of parental engagement are consistently associated with improved academic outcomes. Based on the Every Child Counts Strategy, parental self-referral and/or Children's Services requests, families are identified who may require additional support to improve the outcomes for their child. Our Home School Link Worker also supports families with improving their punctuality and attendance. ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter regularly with helpful, practical strategies.	1,2,3,4,5
Regular attendance meetings allow Purbrook Junior School	Support can then be offered to our families to encourage better attendance. Based on the Every Child Counts Strategy, pupils are identified whose	1,2,3,4,5

to internally monitor the attendance of all children.	attendance and punctuality needs to improve. The Attendance Team meets regularly to evaluate the impact of actions as a result of these meetings in order to promote attendance. Staff will also attend at local 'Attendance Hubs'. As a group, pupils who attract the pupil premium grant often attend less well and are late more regularly.	
Extracurricular activities are an important part of education and we offer financial support to our families.	Support with such experiences we know build confidence and cultural capital.	5
Enhance the cultural capital and experiences of children at Purbrook Junior School so that they might learn about and name things that are, for many, outside their daily experience.	OFSTED promote that pupils should gain a sense of enjoyment and fascination in learning about themselves, others and the world around them. We prepare a broad range of wider opportunities for the children to experience.	5
Breakfast Club funding to encourage good attendance and further support a readiness to learn.	An EEF study found that attendance at breakfast club contributed to improved rates of attendance. This is not solely down to the eating of breakfast but the social and educational benefits that can be gained.	1,2,3,4,5
'Stormbreak' – a physical movement based programme for children with an aim to improve children's mental health. Equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life.	Stormbreak's low-cost, scalable approach aligns with EEF guidance: structured, regular physical activity integrated into school life can boost wellbeing and learning.	1,2,3,4,5

Total budgeted cost: £175,027

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria	Impact																				
1. Children eligible for Pupil Premium funding will have improved their attainment in reading by the end of KS2	Internal data will show improved reading and comprehension ages using Salford assessments Standardised scores will have improved The % of pupils achieving ARE in reading by the end of KS2 is closer to that achieved by non-disadvantages.	Children enjoy reading at Purbrook Junior School, and this enthusiasm is reflected in classroom practice. Learning Walks provide evidence that the teaching of key reading skills is clear and purposeful, supporting pupils in developing their decoding and comprehension abilities. Reading fluency is an area of focus for the next academic year, with teachers expected to use strategies such as echo reading to build confidence and deepen understanding. There will be continued emphasis on approaches that strengthen both decoding and comprehension, helping all pupils become more proficient and engaged readers. The table below highlights the progress in reading attainment for disadvantaged pupils across Key Stage 2. It shows encouraging improvements in most year groups, particularly in Year 6, where targeted support has led to a significant rise in attainment. Year 4 also demonstrates strong growth, suggesting effective interventions are having a positive impact. Overall, the data reflects a commitment to closing the gap and raising outcomes for disadvantaged learners. <u>Year 3-5</u> <table><tr><th>Year Group</th><th>Last academic year</th><th>24-25 Summer ARE+</th><th>Difference</th></tr><tr><td>3</td><td>63% (Y3 entry)</td><td>63%</td><td>0</td></tr><tr><td>4</td><td>35%</td><td>52%</td><td>+17%</td></tr><tr><td>5</td><td>69%</td><td>75%</td><td>+6%</td></tr><tr><td>6</td><td>59%</td><td>92%</td><td>+33%</td></tr></table> <u>Standardised Tests:</u> The percentage of Year 3 learners achieving a reading standardised score of 100 or more increased from 36.4% in Autumn 2 to 54.2% in Summer 2. This reflects a strong upward trend in high-level attainment and suggests that more pupils are reaching or exceeding expected standards as the year progresses. Reading attainment in Year 4 shows encouraging progress, with 63.2% of pupils achieving a standardised score of 100 or more by Summer 2, up from 52.6% in Autumn 2. The cohort maintained a strong average score of 102, and several pupils made notable gains, including improvements of over 10 points. This upward trend reflects the impact of consistent teaching and targeted support, helping more learners reach or exceed expected standards. Reading attainment in Year 5 shows encouraging progress, with 70.0% of pupils achieving a standardised score of 100 or more by Summer 2, up from 46.7% in Autumn 2. The cohort maintained a solid average score of 98, and many pupils made notable gains, including improvements of over 10 points. This positive trend highlights the impact of consistent teaching and targeted support, enabling more learners to reach or exceed expected standards in reading. <u>KS2 Outcomes</u> 92% of children eligible for Pupil premium achieved ARE+ with an average standardised score of 105. The two children who did not achieve ARE achieved standardised scores of 96 and 97 which is very	Year Group	Last academic year	24-25 Summer ARE+	Difference	3	63% (Y3 entry)	63%	0	4	35%	52%	+17%	5	69%	75%	+6%	6	59%	92%	+33%
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		close to the threshold. These children have made good progress from their starting points.																												
2. Children eligible for Pupil Premium funding will have improved their attainment in writing by the end of KS2	Internal data will show improved engagement in the practise of spelling rules Moderation opportunities will show an increased application of spellings and punctuation Internal data will show an improvement in spelling ages Standardised scores will have improved The % of pupils achieving ARE in writing by the end of KS2 is closer to that achieved by non-disadvantaged.	Spelling and punctuation remain areas for development at Purbrook Junior School, particularly in pupils' ability to apply these skills consistently in their writing. While the teaching of spelling is strong, supported by the use of ELS phonics and Spelling Shed, the application by children is not yet secure. Moving forward, spelling will continue to be a priority within CPD, with a greater emphasis on proofreading and editing strategies, developed in collaboration with HIAS, to further support pupils in applying their spelling knowledge with accuracy and independence. Across the academic year, teacher assessment in writing has been a key focus, strengthened through whole-school moderation opportunities that have supported professional dialogue and consistency. We have also worked in collaboration with school in our local cluster. This table shows positive progress in writing attainment across most year groups at Purbrook Junior School from the previous academic year to Summer 2024/25. Year 6 demonstrated the most significant improvement, with the percentage of pupils achieving Age-Related Expectations or above (ARE+) rising from 37% to 79%, a 42-percentage point increase. Year 5 also showed strong progress, improving by 9 percentage points, while Year 4 made a steady gain of 5 percentage points. Although Year 3 saw a decline, dropping from 56% to 33%, this reflects the transition from KS1 data and highlights an area for targeted support. Overall, the data reflects the impact of focused teaching, assessment, and moderation practices, and provides a strong foundation for continued development in writing across the school. <table><tr><th>Year Group</th><th>Last academic year</th><th>24-25 Summer ARE+</th><th>Difference</th></tr><tr><td>3</td><td>44%(Y3 entry)</td><td>33%</td><td>-11%</td></tr><tr><td>4</td><td>34%</td><td>39%</td><td>+5%</td></tr><tr><td>5</td><td>39%</td><td>48%</td><td>+9%</td></tr><tr><td>6</td><td>37%</td><td>79%</td><td>+42%</td></tr></table>	Year Group	Last academic year	24-25 Summer ARE+	Difference	3	44%(Y3 entry)	33%	-11%	4	34%	39%	+5%	5	39%	48%	+9%	6	37%	79%	+42%								
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3. Children eligible for Pupil Premium funding will have improved their attainment in maths by the end of KS2	Internal and external data will show improved outcomes of the times table check year on year Standardised scores will have improved Internal monitoring will demonstrate teachers planning adaptations to include more problem-solving opportunities The % of pupils achieving ARE in maths by the end of KS2 is closer to that achieved by non-disadvantaged. The % of children passing the MTC at the end of year 4 is closer to that achieved by non-disadvantaged.	<table><tr><th>Year Group</th><th>Last academic year</th><th>24-25 Summer ARE+</th><th>Difference</th></tr><tr><td>3</td><td>55%(Y3 entry)</td><td>52%</td><td>-3%</td></tr><tr><td>4</td><td>39%</td><td>43%</td><td>+4%</td></tr><tr><td>5</td><td>72%</td><td>75%</td><td>+3%</td></tr><tr><td>6</td><td>42%</td><td>79%</td><td>+37%</td></tr><tr><td colspan="4"></td></tr><tr><td>Y4 – times tables</td><td>16%</td><td>22%</td><td>+8%</td></tr></table> Analysis of the pupil premium data above shows varied progress across year groups. Year 3 experienced a decline in ARE+ outcomes, likely due to the transition from KS1, while Years 4 and 5 showed modest improvements. Notably, Year 6 demonstrated a significant 29% increase, reflecting the success of targeted interventions. Year 4 also saw a 6% rise in times tables fluency, indicating positive impact from numeracy support. Continued focus on transition support, tailored interventions, and sharing best practices from Year 6 will be key to sustaining and accelerating progress. Leaders will be considering 'Question Level Analysis' results to ensure there is bespoke CPD for teachers. There are indications that an	Year Group	Last academic year	24-25 Summer ARE+	Difference	3	55%(Y3 entry)	52%	-3%	4	39%	43%	+4%	5	72%	75%	+3%	6	42%	79%	+37%					Y4 – times tables	16%	22%	+8%
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4. Children eligible for Pupil Premium funding will have improved attendance. Children who are absent more often will be supported to improve their overall attendance.	Attendance of Pupil Premium children match that of Non-Pupil Premium at 96% and above The gap will have narrowed Children who have attendance of below 90% will have improved attendance through support.	<table border="1"> <thead> <tr> <th>Attendance</th><th>Pupil Premium</th><th>Non-Pupil Premium</th></tr> </thead> <tbody> <tr> <td>2022-2023</td><td>94.5%</td><td>95.1% (+0.6%)</td></tr> <tr> <td>2023-2024</td><td>94.2%</td><td>95.6% (+1.4%)</td></tr> <tr> <td>2024-2025</td><td>94.1% (-0.1)</td><td>96% (+1.9)</td></tr> </tbody> </table> While overall attendance remains strong for all our pupils, a thorough investigation has identified that some disadvantaged pupils are persistently absent due to episodes of illness. Interestingly, the number of children who also have SEND have greater rates of absence. Through family liaison with our SENDCo we hope to make improvements for these children over the course of the next year. We continue to prioritise promoting good attendance for all children and we work closely with families to address barriers. To further support attendance improvement, beginning in the next academic year, any pupil absent within the first three weeks will receive a reminder letter encouraging regular attendance and reinforcing its importance.	Attendance	Pupil Premium	Non-Pupil Premium	2022-2023	94.5%	95.1% (+0.6%)	2023-2024	94.2%	95.6% (+1.4%)	2024-2025	94.1% (-0.1)	96% (+1.9)
Attendance	Pupil Premium	Non-Pupil Premium												
2022-2023	94.5%	95.1% (+0.6%)												
2023-2024	94.2%	95.6% (+1.4%)												
2024-2025	94.1% (-0.1)	96% (+1.9)												
5. Children eligible for Pupil Premium funding will show an improved readiness and attitude towards learning through the support of either the school's ELSA or HSLW and believe in our school vision to 'Dream Big!'	Pupil surveys will show an improvement in wellbeing scores ELSA, Thrive and other pastoral sessions will note improvements in well-being and attitudes of the children Strategies given through guided sessions will be applied by the children independently (such as breathing exercises) Teachers notice children who have received targeted support are ready to learn Observations in the classroom undertaken by ELSA/HSLW will notice children who have received targeted support are ready to learn Children believe they can achieve well and do!	Targeted pastoral support through ELSA, Thrive, and other wellbeing interventions is being developed to strengthen pupils' emotional resilience and readiness to learn. These approaches aim to equip children with self-regulation strategies and foster positive attitudes towards learning. Staff are beginning to observe encouraging signs of increased confidence and engagement among pupils receiving support, and ongoing monitoring will help evaluate the impact of these interventions on wellbeing and academic progress. Pupil surveys suggest that when they are feeling happy and/or calm that they are better able to focus on learning: <i>"I can focus better."</i> <i>"It helps me to figure out the answer. If I am sad or annoyed, I give up easily."</i>												
6. Children eligible for Pupil Premium funding will show improvements in regulating behaviours and be able to access learning within the classroom more	Children will be familiar with the 'Brilliant Behaviour and Learning policy. All staff will be familiar with and have confidence in employing the 'Brilliant Behaviour and Learning policy.	Developing positive learning behaviours among children eligible for Pupil Premium funding is a key focus for this academic year. While the 'Brilliant Behaviour and Learning' policy provides a clear framework, further work is needed to embed its principles across the school. Staff are building confidence in its consistent application, and pupils are being supported to better regulate their behaviour and engage with learning. CPOMS continues to be used rigorously to monitor behaviour-related incidents, helping to identify patterns and inform targeted interventions.												

rapidly and for longer periods of time.	There will be less behaviour related incidents reported on CPOMS within a still rigorous reporting policy	
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2024-2025 End of KS2 results					
	Disadvantaged	Local Authority *unofficial	National *unofficial	Non-Disadvantaged	The Difference
Reading	92%	60%	63.2%	78%	+14%
Writing (SP&G)	79%(73%)	53.4%(53.1%)	59.4%(58.7%)	82% (73%)	-3%-/+
Maths	79%	56.4%	60.5%	74%	+5%
Combined	67%	41.1%	47.4%	70%	-3%

Pupil Premium 2024-2025 End of KS1 vs KS2	KS1 (4 pupils - No data due to joining to joining after Y3)	KS2	The Difference
Reading	58%	92%	+34%
Writing (SP&G)	42%	79%(73%)	+39%
Maths	47%	79%	+26%
Combined	38%	67%	+31%

2022-2023 vs 2023-2024 vs 2024-2025 End of KS2 results				The Difference
	22-23	23-24	24-25	
Reading	55%	65%	92%	+27%
Writing	59%	57% (56%)	81%(73%)	+24% (+17%)
Maths	55%	44%	73%	+29%
Combined	46%	33%	69%	+36%

Externally provided programmes

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

Programme	Provider
The Art of Brilliance	Art of Brilliance Ltd
Stormbreak	Stormbreak CIO – a registered charity.

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Troopers Club developed with 2 service family staff members Children invited to join the club in recognition of their family's service Research has been undertaken on how best to support our families Some children have received additional pastoral support while their family was in active service Children wrote poems alongside key members of staff and put together a special assembly of remembrance.
What was the impact of that spending on service pupil premium eligible pupils?	Children felt safe at school. If family member was deployed, pastoral support proved to settle and keep the children motivated in school. Children from service families do well at Purbrook Junior School. The majority of children are working at 'Age Related Expectation' or at 'Greater Depth'. Children are identified if not making expected progress and interventions provided. End of KS2 outcomes: 2 children (out of 2) met 'Age Related Expectations or above'. Children felt proud to feel part of a service family due to assembly participation.

Further information- linked to Service Premium

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