# Pupil premium strategy statement – Avenue Junior School 2025-2026

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 |
|---|---|
| Number of pupils in school | 465 |
| Proportion (%) of pupil premium eligible pupils | 17.4% |
| Academic year that our current pupil premium strategy plan covers | 2025 – 2026 (Year 1 of plan) |
| Date this statement was published | 19.12.25 |
| Date on which it will be reviewed | 1st November, 2026 |
| Statement authorised by | Michael Bunting |
| Pupil premium lead | Mike Hooper and Susanna Manrique |
| Governor / Trustee lead | Helen Behrens |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year (£1,515 per eligible pupil) | £122,715 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | **£122,715** |

# Part A: Pupil premium strategy plan

## Statement of intent

At Heigham Community Federation, our purpose is to ensure that every child feels safe, known and that they belong, so they can thrive socially, emotionally and academically. We recognise that disadvantage is not a fixed characteristic; it is often the result of unmet need, disrupted relationships, limited access to opportunity, or external pressures affecting families.

Through high-quality teaching, targeted early intervention and strong partnerships with families, we aim to remove these barriers so that all pupils - including those facing disadvantage - can flourish.

Our Pupil Premium strategy is grounded in evidence-informed practice and shaped around four strands:

- Language, reading and writing;
- Mathematical fluency;
- Safety, relationships and attendance;
- Family engagement and trust.

Each strand is designed to build a deep sense of belonging, where every pupil is supported by consistent, emotionally available adults who believe in them and hold high expectations.

We work collaboratively as a federation so that children and families experience the same high-quality offer, regardless of which school they attend. Our aim is that Pupil Premium pupils make strong progress, feel confident and capable, and participate fully in school life.

Pupil Premium funding is allocated thoughtfully and reviewed regularly to ensure it makes the greatest possible difference for our pupils, their families and our community.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1<br>Oracy | We know that there is a strong link between reading confidence, fluency and oral language confidence. Anecdotal evidence suggests that children's oral language skills are not as well-developed as they have been historically. Our data is significantly lower in reading, writing and maths combined for our disadvantaged cohort. |
| 2<br>Progress in Literacy | Whilst our 3-year trend in reading overall is increasing and we want to keep it that way. In writing, our disadvantaged children still lag behind national |

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| | disadvantaged pupils although this is statistically close to average and we need to aim higher. |
| 3<br>Progress in Maths | Children's progress in maths is significantly lower for our disadvantaged cohort. |
| 4<br>Parental and pupil wellbeing, support and engagement | Wider evidence - including conversations with families, parent surveys, teacher feedback from Pupil Progress meetings, CPOMS records, attendance at parent–teacher meetings and school events, levels of engagement with school communications, and increasing requests for family support - indicates that parental confidence, capacity and trust in engaging with school vary significantly across our community. Limited availability of external support services, alongside increasing expectations on schools to provide early help, means some families experience isolation, stress or a lack of connection, which can impact children's wellbeing, attendance and readiness to learn.<br>We also note reduced participation among some EAL families and those who may be 'hard to reach' due to language barriers, previous negative experiences with education, or uncertainty about how to navigate school systems. Strengthening communication, building relational trust, and increasing opportunities for meaningful, accessible engagement are therefore key to ensuring that every family feels part of our community and well-supported. |
| 5<br>Attendance | Children attracting Pupil Premium have lower overall attendance than non-PP pupils, putting their future progress and attainment at risk.<br>Observed link between parental mental health and children's rate of attendance, particularly persistent absence. Our Leuven data show a negative impact on children's mental health and wellbeing because of poor attendance, particularly where home circumstances<br>are challenging. |
| 6<br>DSL mental health | DSL mental health support proved to be a welcome and positive addition. Safeguarding workload and vicarious trauma of specific cases continues to be a stressor and therefore the supervision is planned to continue. |

## 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 |
|---|---|
| **Belonging through Language, Reading and Writing**: *Every Child has a Voice* | • Pupil Premium pupils achieve in line with, or above, national PP outcomes in reading and writing at all key stages.<br>• Gaps between PP and non-PP pupils in reading and writing narrow significantly (by at least 10 percentage points across the federation) because of their improved performance.<br>• Early intervention ensures that virtually all pupils who fall behind in phonics or fluency catch up rapidly.<br>• Pupils articulate ideas confidently, use a broad vocabulary, and participate actively in classroom talk. |
| **Belonging through** | • Pupil Premium pupils make sustained progress and close the attainment gap in maths (by at least 10 percentage points across KS1–2). |

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| **Mathematical Fluency and Confidence**: *Every Child feels that they are a Capable Mathematician* | • Pupils show improved fluency, reasoning, and confidence when tackling unfamiliar problems.<br>• Pupil voice and observation evidence demonstrate that disadvantaged pupils view themselves as capable mathematicians who can explain their thinking. |
| **Belonging through Safety, Relationships, Consistency and Attendance** *Every pupil feels safe, known and present* | • Attendance for Pupil Premium pupils rises to ≥94% at both schools, reducing the attendance gap to within 1 percentage point of non-PP pupils.<br>• Persistent absence among PP pupils is reduced by at least 30% across the federation.<br>• Staff apply consistent relational practice in every classroom, supported by termly DSL supervision.<br>• PP pupils report feeling safe, valued and supported in pupil surveys and voice activities.<br>• Improved wellbeing and regulation evidenced through Leuven / Boxall / SEMH tools. |
| **Belonging through Family Engagement and Trust** *Every family feels part of our community* | • Families of PP pupils show improved levels of trust, partnership and engagement with the school.<br>• Increase in families accessing early help, parenting support, and community resources in a timely way.<br>• Positive improvement in parental feedback on communication, inclusion and support (via surveys and events).<br>• Evidence of sustained improvements in attendance, wellbeing, or attainment linked to family engagement interventions.<br>• Family Engagement Officer caseloads demonstrate effective early intervention and fewer repeated referrals. |

## 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: **£ 12,550**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Oracy**<br>Release for monitoring questioning - 3 days<br>Y5 and Y6 peer mentoring developed release time<br>Smart School Council membership | Oral language interventions \| EEF | 1 |

| | | |
|---|---|---|
| Pupil voice activities<br>Exploration of misconceptions<br>Half-termly CPD on questioning skills<br>**£2450** | | |
| **Reading**<br>3 days release for early reading and pupil voice, development of language, integration of poetry, phonics, reading for pleasure.<br>Author visits: strategy to ensure that children have access to visiting authors' books<br>**£1900** | Reading comprehension strategies \| EEF | 2 |
| **Writing**<br>1 day release for writing lead to develop planning for this strategy<br>**£250** | Improving Literacy in Key Stage 2 \| EEF | 2 |
| **Maths**<br>Audit of manipulatives and replenishment where necessary<br>Oracy and maths CPD linked with oracy priority - overtime<br>4 days release for liaison between RR and AJ to understand shared objectives and experiences; visit other schools; pupil voice; KIRF planning<br>Parent participation sessions planned for targeted families - all year groups (contribution to shared PPA)<br>iPads/tablet for targeted support for TTRS. 1 per class<br>**£7950** | Improving Mathematics in Key Stages 2 and 3 \| EEF | 3 |

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

Budgeted cost: **£37,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Individual and Small-Group Support** | Deployment of Teaching Assistants \| EEF | 1, 2, 3, 4 |

| | | |
|---|---|---|
| Teaching Assistant–led, curriculum-aligned interventions and targeted in-class support for disadvantaged pupils, focused on reading, writing and mathematics (and underpinning language where appropriate).<br><br>**£37,000** | | |

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

Budgeted cost: **£ 72,800**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Attendance**<br>CPD to upskill teachers in how to view and use attendance data<br>Review attendance strategy including attendance communication - website, letters, parent participation, attendance facts and figures.<br>CPD to upskill staff around relational strategies, EBSA, reasonable adjust-ments.<br>Family Engagement Officer<br>Breakfast Club places<br>**£10,300** | Supporting school attendance \| EEF<br>Understanding Attendance: Insight to Action<br>Improving school attendance - N8 Research Partnership | 5 |
| **Family Engagement and Support**<br>Family Engagement Officer<br>Pastoral support team<br>57% Federation Parentkind membership<br>57% Federation Welbee membership<br>DSL supervision<br>Refreshments budget<br>**£19,500** | Parent-Friendly Schools Framework<br>Parental engagement \| EEF<br>Working with Parents to Support Children's Learning \| EEF | 4 |
| **Pastoral Support**<br>2 Pastoral Support assistants | Social and emotional learning \| EEF | |

| | | |
|---|---|---|
| **£43,000** | | |

## Total budgeted cost: £ 122,350

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Summary of Impact and Learning**

The 2024–25 Pupil Premium strategy focused on strengthening quality-first teaching, targeted intervention, staff capacity, and family engagement to improve outcomes, wellbeing and belonging for pupils facing additional barriers. The review shows clear areas of impact alongside important learning that has directly shaped priorities for future improvement.

**Teaching, Learning and Progress**

Reading and maths outcomes were generally strong, including in classes with high proportions of Pupil Premium pupils, EAL learners, pupils with SEND, and refugee children. Targeted use of pre-teaching, intervention tracking and staff coaching supported pupils to make good progress from lower starting points.

A research-informed focus on girls' engagement in maths led to stronger progress rates and increased confidence. Year 6 breakfast maths booster sessions were particularly effective, with most pupils achieving or narrowly missing the expected standard, representing good value for money.

Whole-school oracy and literacy training, including Think–Pair–Share, improved staff confidence and classroom practice, with evidence of strong implementation. However, writing outcomes for Pupil Premium pupils were weaker, and the delivery of literacy and phonics interventions was inconsistent. This has informed a sharper focus on consistency and subject leadership.

**Wellbeing, Safety and Attendance**

Staff capacity to support pupils with complex pastoral and safeguarding needs strengthened through trauma-informed practice and regular, high-quality external DSL supervision. Feedback from DSLs highlighted positive impact on confidence, reflective practice and consistency.

Attendance for Pupil Premium pupils remains a challenge, with persistent absence at 24.5%, reflecting the complexity of need within this cohort, including EBSA and reduced timetables. Despite this, case studies show that targeted family engagement and sustained support led to improvements in wellbeing, regulation and readiness to attend for individual pupils.

**Transition and Family Engagement**

Strong Year 2 to Year 3 transition planning, including staff release time and cross-phase collaboration, supported pupils to settle quickly into Avenue Junior School. Clear communication with families strengthened continuity and trust.

The Family Engagement Officer (FEO) played a key role in supporting attendance, early help and communication with families. The time required for both direct work and administration justifies the continuation of this role.

**Key Learning and Next Steps**

Learning from 2024–25 has informed the school's longer-term priorities. Key next steps include:

- Strengthening writing outcomes, particularly for Pupil Premium pupils.
- Embedding oracy strategies, including consistent use of Think–Pair–Share.
- Establishing a clear, shared phonics approach.
- Continuing targeted maths support, particularly in Year 6.
- Sustaining attendance and wellbeing work through EBSA-informed approaches and family engagement.
- Continuing to build staff capacity through trauma-informed practice and DSL supervision.
- Using pupil and parent voice more systematically to inform improvement.

This review provides a clear foundation for future Pupil Premium planning, ensuring priorities are rooted in evidence, reflection and the lived experiences of pupils and families.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| N/A | |
| | |

## Further information (optional)

Our Pupil Premium strategy is monitored through regular review of assessment, attendance, safeguarding and wellbeing information. Senior leaders and staff leads for each priority meet every half term to review progress together, support one another and share learning, so that the strategy is a collective responsibility rather than the work of one lead.

We use teacher and support staff CPD opportunities to share the plan with all staff, building shared understanding and buy-in instead of it sitting as a stand-alone document. The Pupil Premium lead reviews spending every half term with the School Business Manager to ensure that funding is used appropriately and accurately. Insight data, Leuven/Boxall tools, lesson visits, pupil voice, family feedback and FEO/DSL caseload reviews help us understand the impact of our work on pupils' sense of safety, belonging and progress. Governors receive an annual report and monitor the effective use of Pupil Premium funding across the federation.

Where additional support is required, Pupil Premium funding is used to deploy teaching assistants to deliver structured, curriculum-aligned interventions and targeted in-class support so that disadvantaged pupils can access, practise and secure the core curriculum alongside their peers. This support sits within high-quality classroom teaching, with class teachers retaining responsibility for pupils' learning and progress, and teaching assistants working under their direction to support access, practice and independence.

*A small contingency (£365) is retained to enable responsive, in-year expenditure where emerging needs are identified, ensuring Pupil Premium funding continues to be used flexibly and effectively in line with this strategy.*