

Pupil premium strategy statement – Calcot Schools

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	Infants 208	Juniors 258
Proportion (%) of pupil premium eligible pupils	16.8%	27.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025 -2026 2026-2027	
Date this statement was published	17 th December	
Date on which it will be reviewed	October 2025	
Statement authorised by	Mrs F Rostron	
Pupil premium lead	Miss E Kirkby	
Governor / Trustee lead	Mr J Lally	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,160
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£173,160

Part A: Pupil premium strategy plan

Statement of intent

The key objective for us when planning the pupil premium spend is to narrow any gaps there may be between pupil groups, for example those eligible for free school meals and those who are not. Our pupil premium spend plan holds the highest aspirations for all in line with our vision for every child to reach their full potential.

Many of our children start with low attainment on entry, however we work tirelessly to identify this and ensure through carefully targeted use of the pupil premium funding we work to eliminate barriers to learning and aiming for expected and exceeding progress for all. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Calcot Schools, we are determined to provide the support and guidance they need to help them overcome these barriers. Some of the additional barriers of the past academic year have included a highly mobile population of children with 28 new additions into the school out of the point of normal admission as well as 44 children leave.

We are held to account as are our governing body for reporting our pupil premium spend and its impact.

Challenges

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

Challenge number	Detail of challenge
1	Refine and further improve the quality of teaching across the curriculum via research-based practice so that staff are further supported in understanding the individual needs and maximising the impact of interventions on progress and attainment.
2	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils
4	Pupils and their families have social & emotional difficulties, including medical and mental health issues as evidenced in disproportionate numbers of referrals to local agencies.
5	Pupils have limited experiences beyond their home life and immediate community which potentially limits their cultural capital and therefore also their ability to access the curriculum and make appropriate progress.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2 - 3% lower than for non-disadvantaged pupils. 15- 20% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by Team leaders and Inclusion Manager.</p>	<p>KS2 reading outcomes in 2026/27 show that more than 72% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2026/27 show that more than 60% of disadvantaged pupils met the expected standard.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> - Family school support workers, Inclusion Manager and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to ELSA sessions with the school ELSA, or counselling sessions with a trained therapist. Children are also referred to the Emotional Health Academy, Bounce Back, Trust House or SAFE for counselling.
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> - Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects. <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). <p>Monitoring of attendance by Attendance Champion, SLT and class teachers brings about and increase in PP pupils' attendance and a decrease in persistent absence.</p>

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: £68,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose maths subscription	The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught (EEF)	1,3
<i>Handwriting training for all new staff and continue subscription.</i>	Primary school pupils' writing skills – including spelling, handwriting, and typing – need to become automatic so that they can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers must make sure that children remain engaged and motivated in improving their writing. (EEF) Gross and fine motor skills have been affected since the growing use of technology for both pleasure and enhance learning. Pupils pencil grip, writing fluency and handwriting	1
<i>Purchase of phonic workbooks for children</i> <i>Training for new staff on the ELS scheme for phonics.</i> <i>Maintaining phonics training for existing staff</i> <i>Junior reading scheme (Pandora Books)</i>	Research from the Education Endowment Foundation (EEF) indicates that targeted, high-quality phonics instruction is highly effective in improving literacy outcomes for young children, with an average impact of +5 months' additional progress.	1,2
Teacher and Associate Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation	1,2,

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

Budgeted cost: £104,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention time across the school.	Speech and Language is one of the main barriers to pupil progress. To develop early speech and language skills.	1
Targeted phonics interventions using the ELS Letters and Sounds scheme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Reading intervention (Fred's Fluency)		1

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

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Zones of regulation as a whole school approach to supporting children's ability to self-regulate</p> <p>Purchase the Zones of regulation books for each year group to support behaviour management</p> <p>Regulation stations to be set up in each year group to give the children a safe space to regulate their emotions.</p> <p>Sensory circuits to be put onto walls/corridors to encourage self-regulation</p> <p>Whole school staff training to be implemented to ensure consistent approach</p>	<p>Research by the EEF on social and emotional learning (SEL) programs highlights that such approaches can yield an average of +4 months' additional progress, especially for disadvantaged pupils. Whole-school SEL initiatives that foster emotional awareness and self-regulation have been linked to improved behaviour, academic engagement, and long-term resilience.</p> <p>Zones of Regulation is widely recognized for helping children categorize emotions into four "zones," making it easier for them to understand and articulate their feelings and needs. Research indicates that students who learn self-regulation strategies are better able to cope with academic and social challenges, which is critical for disadvantaged pupils.</p>	4
<p><i>Maintain the KS1 and KS2 lunchtime nurture spaces for children who struggle to access the playground and manage emotions – a number of PP/vulnerable pupils struggle to access the playground successfully</i></p>	<p>According to the EEF's research, Social and Emotional Learning (SEL) approaches can add, on average, four additional months of progress per year. SEL interventions that develop students' ability to self-regulate, manage emotions, and build positive relationships are especially beneficial for disadvantaged students. The EEF emphasizes the importance of creating environments that foster self-awareness and social interaction skills, which nurture spaces aim to provide by offering a calm, supervised setting for students needing additional support.</p>	4
<p>Provide a learning experience/off-site curriculum enhancement opportunity for the children to address cultural capital gaps. Therefore, offer further support PPF families to attend any additional trips e.g., residential trips Support families to access school uniform, trips, and extra-curricular activities to develop sense of belonging and social skills. Increased access to ALL trips to enhance curriculum experience. EEF research shows that children who feel that they belong and are equal function well within the school environment and it improves their wellbeing.</p>	<p>Enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education (EEF)</p>	5
<p>Use of an Attendance Officer to identify children at risk of not attending school regularly.</p>	<p>CSJ research 'Kids can't catch up if they don't show up' A research paper into the impact of the pandemic and other absences such as PA, increasing numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life. Implementation of the 'Working Together to Improve School Attendance'</p>	6

Total budgeted cost: £173,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of the data:

GLD

GLD			COM			PHY			PSE			LIT			MAT			UTW			EXP		
2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
72.1%	57.3%	64.3%	82.0%	81.3%	92.9%	91.8%	85.3%	88.1%	91.8%	82.7%	90.5%	73.8%	61.3%	66.7%	80.3%	81.3%	88.1%	82.0%	88.0%	100.0%	85.2%	89.3%	100.0%
64.8%	66.4%	66.8%	81.5%	81.7%	80.5%	87.1%	87.5%	86.4%	85.0%	82.6%	82.7%	70.3%	71.5%	71.0%	79.6%	81.0%	80.5%	84.7%	0.0%	84.2%	89.1%	0.0%	87.5%
65.2%	67.2%	67.7%	79.5%	79.7%	79.3%	84.8%	85.2%	84.8%	83.0%	83.2%	82.9%	68.0%	69.8%	70.0%	75.9%	77.2%	77.1%	79.6%	79.6%	80.0%	84.5%	84.5%	84.7%

FSM - GLD		
2022	2023	2024
61.5%	40.0%	25.0%
36.0%	38.9%	40.7%
49.1%	51.6%	51.5%

There has been a drop last academic year in PPG GLD. Attendance and Speech and language difficulties were main factors in the children that didn't achieve. This is even with intensive speech and language support throughout the year.

Y1 Phonics

Year 1			Y1 and Y2 re-take		
2022	2023	2024	2022	2023	2024
65.8%	76.0%	84.7%	58.2%	77.2%	82.6%
74.3%	75.4%	79.0%	68.4%	71.9%	74.1%
75.5%	78.9%	80.2%	69.9%	74.6%	75.4%

FSM Eligible					
Year 1			Y1 and Y2 re-take		
2022	2023	2024	2022	2023	2024
42.9%	64.7%	66.7%	38.1%	72.0%	71.4%
53.6%	50.4%	57.3%	46.3%	50.6%	51.4%
62.0%	66.5%	68.2%	55.8%	62.3%	62.8%

This year there has been a steady increase in the PPG children attainment in Phonics in Y1. In the Y2 retake there has been a slight decrease in the percentage of children passing the phonics test. The ELS Letters and Sounds scheme has been a great success and this has been we need to continue to use this scheme going forward.

Attendance is a significant concern across both schools and the plan going forward is the school need to focus heavily on improving attendance. A new role will be made to support the disadvantaged families. The person within this role will be able to make home visits and support these families with getting the children into school. The role will have responsibility for safeguarding as well as this will affect our PPG families.

Y4 Multiplication check

Average Score			Disadvantaged Average Score		
2022	2023	2024	2022	2023	2024
-	-	-	-	-	-
19.2	19.8	19.8	16.1	16.8	16.6
19.8	20.2	20.6	17.9	18.3	18.8

The PPG children continue to improve in their multiplication checks and keep up with the Non PPG children. The gap is narrowing. This is due to staff investing in using Times tables rock stars to support the children. At the end of last year a multiplication check has been implemented at the end of y2, and y3 to ensure that these number facts are monitored.

Key Stage 2	74 Pupils																		22 Disadvantaged Pupils					
	Reading ≥ Exp.Std.			Reading = HighStd.			Writing TA ≥ EXS			Writing TA =GDS			Maths ≥ Exp.Std.			Maths = HighStd.			RWM ≥ Exp.Std.			RWM = High Std.		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Calcot Junior School	70.8%	66.2%	64.9%	26.2%	23.0%	20.3%	69.2%	68.9%	64.9%	21.5%	16.2%	8.1%	78.5%	67.6%	60.8%	29.2%	14.9%	17.6%	63.1%	58.1%	50.0%	15.4%	8.1%	5.4%
West Berkshire	74.8%	71.6%	73.4%	28.9%	31.4%	28.3%	66.7%	66.8%	65.4%	15.0%	13.9%	10.9%	70.9%	71.0%	69.3%	22.0%	21.4%	22.0%	56.4%	56.2%	54.9%	8.5%	8.5%	7.0%
National	75.0%	73.2%	74.2%	28.1%	29.3%	28.5%	69.7%	71.9%	71.8%	12.8%	13.4%	13.0%	71.7%	73.3%	73.0%	22.5%	24.1%	23.7%	58.9%	60.0%	60.5%	7.2%	8.1%	7.7%
	Disadvantaged																							
	Science TA =EXS			GPS ≥ Exp. Std.			GPS = High Std.			RWM ≥ Exp.Std.			RWM = High Std.											
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024									
Calcot Junior School	83.1%	75.7%	75.7%	70.8%	74.3%	75.7%	27.7%	23.0%	39.2%	50.0%	33.3%	27.3%	12.5%	0.0%	0.0%									
West Berkshire	79.7%	80.7%	81.4%	72.7%	69.2%	69.1%	27.4%	28.0%	30.1%	32.2%	32.2%	25.4%	2.8%	1.7%	1.4%									
National	79.3%	80.9%	81.0%	72.7%	72.8%	72.1%	28.3%	30.4%	31.7%	42.8%	44.5%	45.1%	2.8%	3.2%	3.0%									

There has been a significant gap that has been appeared since Covid and despite interventions the school are working towards closing this gap.

Below is a breakdown of the Reading and Maths data for the disadvantaged children.

Subject	Reading	Maths	Writing		Reading	Maths	Writing	
Disadvantaged	56%	34%	52%	Non disadvantaged	70%	72.5%	71%	

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
My Maths	My Maths
Times Tables Rockstars	Maths Circle
Purplemash	Purplemash
Developing Experts	Developing Experts
Discovery Education	Discovery Education

Further information (optional)

This year Calcot Junior School has linked in with Rushell Farm for a pilot project to help equip pupils for the rigors of secondary school and to raise children's self-confidence, mutual respect and resilience in years 5 and 6.