

Bethany CE Junior School Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their

pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'
<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introdu>



We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils

as possible

4. To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions

Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)
<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

for those that require it

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the

pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'
<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning,

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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
School name	Bethany CE Junior School
Number of pupils in school	316 pupils
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	17 th October 2025
Date on which it will be reviewed	17 th October 2026
Statement authorised by	Lawrence Woodward
Pupil premium lead	Steve Bielby
Governor / Trustee lead	Johannes Radvan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,248 £253,163 (25/26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year	£280,248 £253,163 (25/26)
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils? (2025/26 updates in blue)

At Bethany CE Junior School, we support EVERY child, regardless of their background or individual barriers, to make excellent progress both personally and academically. We equip them with the tools to grow and thrive in order to be successful at school and in the years beyond. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

The focus of this plan is to raise the attainment of **all** disadvantaged pupils.

Our main objectives are for:

- All pupils to leave this school being able to read and write fluently and to have secured key comprehension and fluency skills. This will then support them in accessing the wider curriculum. **As a result of last year's outcomes, which were significantly below national, the school and Coastal Learning Partnership have appointed 2 Lead Teachers to support in developing the quality of teaching. We are also rapidly reviewing our curriculum to ensure pupils make rapid progress towards achieving national.**
- All pupils to leave our school with a good grasp of Mathematical concepts, a secure understanding of the world around them and the key concepts that they have been taught in science and non-core subjects.
- All disadvantaged pupils are equipped for secondary school by developing essential personal, social and emotional skills. **To ensure pupils are equipped with the personal, social and emotional skills for secondary school, and as a review of last academic year, we are putting a programme in place to support vulnerable pupils. This includes:**

How does your current pupil premium strategy plan work towards achieving those objectives?

To meet these objectives, we have focused on the following areas:

- High quality CPD and ongoing support for staff to develop their subject expertise to ensure teaching is of high quality, especially in writing.
- Ongoing work to develop vocabulary development and communication skills in all areas of the curriculum.
- High quality evidence-based interventions for those who have fallen behind to catch them up quickly and efficiently.
- Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving.

What are the key principles of your strategy plan?

- 1) To support and coach teachers to ensure that they deliver high quality lessons.
- 2) To develop the vocabulary development and communication skills in all areas of the curriculum.
- 3) To use evidenced based targeted intervention to support pupils who are at risk of falling behind
- 4) To develop support networks around children and their families to increase attendance.

Challenges

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

Challenge number	Detail of challenge
1	Decreasing KS2 outcomes in RWM: Create a consistent, high-quality inclusive approach to teaching and learning that supports improved outcomes for disadvantaged children in RWM.
2	Varied expertise of staff across the school: Ensuring all staff are supported to deliver school wide systems consistently. We have 2 ECT's within the teaching team.
3	Attainment Gap: Internal assessments and KS1 assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Social, Emotional and Mental Health needs: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment. There may also be complex family situations that prevent children from flourishing. The challenges have been exacerbated by the pandemic and are varied - there is no "one size fits all".
5	Poor attendance: Identified families which is a symptom of further individualised barriers which must be overcome. 2024/25 PP overall absence was 7% , 2023/24 PP overall absence was 6.3% . This shows that overall PP absence has increased by 0.7% between 23/24 and 24/25. Non-PP overall absence improved between these 2 years by 0.3%
6	Limit on finances: This can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trip and clubs.
7	Transition from other schools: Children joining the school from other schools locally and further afield with unidentified needs and lack of evidence of support.
8	Level of parent expertise: Support pupils at home.
9	Low levels of communication and language: This applies to some pupils within the school. Current EAL of the school is 59% (Dec 25) . (EAL 24/25 was 48%)

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>% of disadvantaged pupils meeting EXS in Reading, Writing and Maths rises each year, from previous attainment position.</p> <p>% of disadvantaged pupils meeting EXS in Reading, Writing and Maths make good progress from KS1 starting points and in line with their ability.</p> <p>Proportion of Y4 PP pupils scoring 25 in the Multiplication check is 10% higher than previous year.</p>	<ul style="list-style-type: none">- KS2 Outcomes for PP Pupils achieving EXS in RWM is above target of 58%- Any gaps in learning are quickly identified and acted upon. These are targeted in class and where necessary through intervention.- Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention)- Teaching assistants receive training and guidance on a consistent approach to supporting PP pupils to catch up within their core curriculum.- Consistency in pedagogical approach across the school. This is supported through monitoring and CPD.- Teaching reflects high expectations of pupils, strong subject knowledge and inclusive strategies.- Disadvantaged pupils demonstrate accelerated progress in RWM, as evidenced by internal tracking and national assessments.- The gap between non-disadvantaged and disadvantaged narrows over time.
Disadvantaged pupils who are working below EXS in writing and reading make accelerated progress so that they are at least in line with national expectations.	<ul style="list-style-type: none">- TA training to support disadvantaged children with their writing, particularly composition and transcription.- Clear sequenced phonics programme is in place and taught consistently throughout the school.- TAs are trained in RWI phonics and implementing the phonics curriculum successfully.- All pupils who are not working at ARE are read with on a 1:1 basis.- All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case, pupils still show progress in sounds learnt over time.- The most experienced teachers in Y4/5 and 6 are teaching a foundational skills for Spelling, Reading and Writing to support

	pupils in securing their foundational knowledge.
Attendance for all disadvantaged pupils is at least 96%	<ul style="list-style-type: none"> - Attendance figures monitored every 4 weeks. - Where pupils have an attendance below this is improving. - School attendance policy and LA help is accessed to support families. - FPN used, where necessary, to improve attendance. - Whole School attendance Rewards developed - Nurture TA identified to support families struggling with regular attendance at school.
Pupil emotional and social barriers are addressed and pupils are able to access learning and achieve well.	<ul style="list-style-type: none"> - School vision for our pupils to build hope, compassion and courage so that they may lead safe, healthy and fulfilling lives. - Pupil by pupil assessment. Pupils are accessing learning. - Teachers effectively use the graduated approach and have received CPD to support. - Pupil assessments and learning show they are making accelerated progress - Targeted pastoral interventions are in place and show positive impact on pupils' self-esteem and engagement. - Pupil voice indicates improved sense of safety and belonging in school. - Regular monitoring show a reduction in behaviour incidents and increased participation in learning.
All pupils fully included in all aspects of school life	<ul style="list-style-type: none"> - Pupils are accessing school uniform fund 100% attendance on school trips - Pupils can attend breakfast club/after school clubs

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,540

Activity	Evidence that supports this approach	Challenges addressed
<p>To ensure all pupils have access to high quality teaching across the curriculum</p> <ul style="list-style-type: none">-Best practice cascaded throughout the school-Coaching/mentoring provided by SLT/lead leaders/external support-CPD in Phonics & early reading (led by CLP & in school)-Subject leads to work alongside external support/SLT to ensure effective implementation of their subject-Curriculum development focuses on building on prior knowledge and retaining what has been learned- Develop a whole school pedagogical approach to the teaching of English and Maths to ensure consistency.- Monitoring through the 'eye' of PP pupils.	<p>The EEF highlights that schools should be focusing on improving teaching as the primary driver for their pupil premium grant.</p> <p>https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/</p>	<p>Varying staff expertise</p> <p>Regression due to new school staff – loss of expertise.</p> <p>Low levels of attainment on entry to the school for some pupils</p> <p>Low levels of communication and language for some pupils within the school</p>

<p>To launch a spiral approach to the Maths curriculum</p> <ul style="list-style-type: none"> • Implement a clear structure for maths lessons • Create a consistent and progressive approach to fluency and automaticity • Deliver TA CPD and training for maths • Deliver CPD to further improve spaced retrieval in Maths (by reviewing the way Flashback 4 is used) and reinforce pedagogical approach to assessment and retention of knowledge. • Ensure personalised practice in place for MTC. Increase parental engagement and awareness. TT Rockstars assemblies weekly to celebrate success. Monitor and adapt depending on sound checks 	<p>Mastery Learning: Implementing mastery approaches—where pupils move at their own pace within structured units—leads to an average of +5 months progress at very low cost, especially benefiting those needing catch-up or extension.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 137002

Activity	Evidence that supports this approach	Challenges addressed
<p>Phonics Groups</p> <p><i>These groups will run twice a day for pupils in all Year groups who have not yet completed RWI phonics.</i></p> <p><i>- Professional development in Systematic Synthetic Phonics.</i></p> <p><i>- Accurate identification of pupils phonic needs and interventions in place to support.</i></p>	<p>The EEF highlights that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>‘John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an ‘unerring focus on the quality of teaching’ EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant’</p> <p>Education Endowment Foundation</p>	<p>Low levels of attainment on entry to the school for some pupils</p>
<p>1:1 Reading</p> <p><i>- The bottom 20% in reading in all classes across the school will be read with twice a week. All children who are not working at ARE will be read with 1:1 at least once a week. 1:1 reading sessions will have a skill focus.</i></p> <p><i>- Baselines in phonics, reading age, reading speed and Salford used to assess accuracy of book bands and to inform entry data for interventions</i></p> <p><i>- VENN diagrams reports used to identify children not on track and target for interventions</i></p>	<p>The EEF recognises that 1:1 support is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>Low levels of attainment on entry to the school for some pupils</p>
<p>EAL Provision for pupils new to English</p>	<p>High quality language teaching is foundational to all pupils’ attainment, but is particularly important for learners with EAL.</p>	

Pupils across the school who are new to English will be assessed on arrival. They will receive support through Flash Academy and whole school EAL approaches to support in the development of vocabulary and oracy.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/integrating-english>

Low levels of attainment on entry to the school for some pupils

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

Budgeted cost: £71706

Activity	Evidence that supports this approach	Challenges addressed
<p>SEAL groups & ELSA</p> <ul style="list-style-type: none"> - <i>Pupils across the school who need additional emotional support will attend SEAL group once a week.</i> - <i>ELSA support is available for pupils who need 1:1 emotional support.</i> - <i>Providing pupils with Therapy where appropriate.</i> - <i>Embed 'zones of regulation' across the school to enable children to better recognise and manage their, and that of others, emotional states in order to manage their school day effectively and increase their readiness and ability to learn and participate fully in school life.</i> 	<p>EEF evidence suggests that on average SEAL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school & attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/technical-appendix</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Increased pastoral support and collaborative working will help to address poor attendance. - EEF ranks the effect of parental involvement as having +5 months' impact.</p>	<p>Increased emotional support required</p>
<ul style="list-style-type: none"> • Author visit • Reading volunteer training and further recruitment to allow for daily provision • Create new reward system and raise the profile of reading 	<p>Communication trust showed that vocab and communication can be a significant barrier for pupils from disadvantaged backgrounds. Pupils need a 95-98% comprehension rate to understand a text in reading and need to widen their vocabulary throughout the school in order for them to be able to achieve this Vocabulary needs explicit teaching if pupils are to acquire it (Alex Quigley & Beck and McGowan)</p> <p>- At 5, a pupil from a disadvantaged background is around 19 months behind their peers and has heard around 30 million less words. Hart and Risley.</p>	

<ul style="list-style-type: none"> •Recommended reads created for each year group linked to reward certificates shared in reading assembly every half term •Purchase recommended books to support access for all children including the purchase of sequel books of class reads and target PP for borrowing 		
<p>Attendance Support</p> <p><i>- Our parent support worker and nurture TA provides support for families including attendance support.</i></p>	<p>'The severe negative effect of absence poses a particularly high risk for disadvantaged children, who typically have lower rates of attendance' (DfE, 2019)</p>	<p>Poor attendance of identified families</p>
<p>Removing barriers to learning</p> <p><i>-School uniform vouchers provided</i></p> <p><i>-Breakfast club/after school club places offered</i></p> <p><i>- Increase after school club offers and ensure cost is not a barrier.</i></p> <p><i>-100% attendance on educational visits</i></p> <p><i>-Learning resources provided where necessary</i></p> <p><i>-Music lessons subsidised</i></p>	<p>'Supporting pupils to have hobbies and interests is shown to have a positive impact on self-esteem, supporting pupils to make positive future career choices' (DfE, 2018).</p>	<p>Limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trip and clubs</p>

<p>Increasing parental engagement</p> <p><i>Parents of disadvantaged pupils will be liaised with regularly (via PSW/SLT/class teachers) so that appropriate support can be put in place</i></p>	<p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p> <p>Charles Deforges suggests that parental involvement is a more significant predictor in academic attainment than school.</p>	<p>Level of parent expertise to support pupils at home</p>
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Total budgeted cost: £ 280248

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:

OUTCOME	REVIEW															
% of disadvantaged pupils meeting EXS in Reading, Writing and Maths rises each year, from previous attainment position.	<p>Context</p> <p>Year 6 has 90 pupils in 3 classes. Out of 90 the following context applies:</p> <ul style="list-style-type: none">• FSM: 51%• SEND: 27%• EHCP: 6%• Total SEND: 33%• EAL: 51% <p>Out of the 90 pupils in Y6, 38 pupils (42%) arrived after the start of Y3, of those 38:</p> <p>Disadvantaged KS1 Data to KS2 Data</p> <table border="1"><thead><tr><th></th><th>KS1</th><th>KS2</th></tr></thead><tbody><tr><td>Reading</td><td>40%</td><td>63%</td></tr><tr><td>Writing</td><td>23%</td><td>47%</td></tr><tr><td>Maths</td><td>43%</td><td>43%</td></tr><tr><td>RWM</td><td>17%</td><td>20%</td></tr></tbody></table> <p>Analysis</p> <p>Analysis indicates that PP RWM has dropped from previous year groups from an average of 42% combined to 22%. Maths has dropped considerably from an average of 53% to 38%. However, strong MTC results from June 2025 show that pupils are now making strong</p>		KS1	KS2	Reading	40%	63%	Writing	23%	47%	Maths	43%	43%	RWM	17%	20%
	KS1	KS2														
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	<p>progress in their fluency outcomes which should equip them well for KS2 assessments.</p> <p>IDSР shows that for the combined, disadvantaged children in 2025 was significantly below national. The prior 2 years (2024 and 2025), results were in line with national. Within Reading, disadvantaged results are in line with national and have been for 3 years. Writing shows that pupils were below national but not significantly. Within Maths, 2025 results were significantly behind national, however, 2024 and 2023 were in line with national. When analysing PP girls in maths, 5 achieved EXS in Reading and Writing but not maths – 3 of these girls scored either 99/98.</p> <table border="1" data-bbox="489 692 1523 916"> <thead> <tr> <th></th><th>RWM PP</th><th>W PP</th><th>W PP</th><th>R</th><th>R PP</th><th>M</th><th>M PP</th></tr> </thead> <tbody> <tr> <td>Y6 2025</td><td>22%</td><td>54%</td><td>47%</td><td>64%</td><td>60%</td><td>56%</td><td>38%</td></tr> <tr> <td>Y6 2024</td><td>40%</td><td>59%</td><td>60%</td><td>59%</td><td>62%</td><td>61%</td><td>55%</td></tr> <tr> <td>Y6 2023</td><td>44%</td><td>53%</td><td>43%</td><td>62%</td><td>57%</td><td>62%</td><td>52%</td></tr> </tbody> </table>		RWM PP	W PP	W PP	R	R PP	M	M PP	Y6 2025	22%	54%	47%	64%	60%	56%	38%	Y6 2024	40%	59%	60%	59%	62%	61%	55%	Y6 2023	44%	53%	43%	62%	57%	62%	52%
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<p>Proportion of Y4 PP pupils scoring 25 in the Multiplication check is 10% higher than previous year.</p>	<p>MTC</p> <p>MTC results at average score and those achieving full marks of 25 have increased significantly since 2023. MTC results for PP are above national average.</p> <table border="1" data-bbox="489 1242 1523 1602"> <thead> <tr> <th></th><th>PP Average Score</th><th>Average Score</th><th>PP 25</th><th>25</th></tr> </thead> <tbody> <tr> <td>2025</td><td>20.6</td><td>22.01</td><td>18%</td><td>38%</td></tr> <tr> <td>2024</td><td>17.0</td><td>17.4</td><td>10%</td><td>10.6%</td></tr> <tr> <td>2023</td><td>13.9</td><td>16.3</td><td>6%</td><td>7.2%</td></tr> </tbody> </table>		PP Average Score	Average Score	PP 25	25	2025	20.6	22.01	18%	38%	2024	17.0	17.4	10%	10.6%	2023	13.9	16.3	6%	7.2%												
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<p>Disadvantaged pupils who are working below EXS in writing and reading make accelerated progress so that they are in line with national expectations.</p>	<p>Y6 Review: In Reading, 46% of disadvantaged pupils moved up a grade (e.g WTS – EXS) from KS1. In Writing, 33% of pupils moved up a grade and in Maths, 13% of pupils moved up a grade.</p> <p>The data indicates that disadvantaged pupils are making meaningful progress, particularly in reading, where nearly half have accelerated enough to move up a grade. Writing progress is evident but not yet sufficient to bring the cohort fully in line with national expectations. Maths progress is more limited, signaling a need for further targeted intervention.</p>																																

<p>Attendance for all disadvantaged pupils is at least 96%</p>	<p>Disadvantaged Attendance for previous 3 years:</p> <p>July 2025 = 91.53%</p> <p>July 2024 = 92.6%</p> <p>July 2023 = 92.1%</p> <p>When analysing attendance data, it is evident that Y6 disadvantaged attendance (89.4%) is significantly lower than other year groups (Y3/4/5 average is 92.3%). This was as a result of 4 children who were severely absent throughout the year.</p>
<p>All pupils fully included in all aspects of school life</p>	<p>Access to essential resources: Parents/carers are making effective use of the school uniform fund, ensuring that financial barriers do not prevent them from meeting uniform expectations or feeling a sense of belonging within the school community.</p> <p>Full participation in enrichment opportunities: Pupil Premium pupils have achieved 100% attendance on school trips, demonstrating that cost is not a limiting factor and that targeted support is enabling equal access to wider learning experiences.</p> <p>Engagement in wrap-around provision: Pupils are able to attend breakfast club and after-school clubs, supporting both academic engagement and social development. This provision also helps reduce inequalities in access to extracurricular activities.</p>