

Sawley Junior School

Pupil Premium Grant Strategy Statement 2025-2028



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Detail	Data
School name	Sawley Junior School
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	31.14%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Termly - AGB
Statement authorised by	J Haigh
Pupil Premium Lead	E Joyce
Governor / Trustee Lead	Cassie Ward

Detail	Data
Pupil premium funding allocation this academic year	£147652
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£147652

Part A: Pupil Premium Strategy Plan





Statement of Intent

At Sawley Junior School we want all pupils to **Aspire**, **Achieve** and **Thrive** during their time with us and beyond:

Aspire - to develop a long-term love of learning and a desire to achieve

Achieve - to fulfil their potential, achieving their best across the curriculum

Thrive - for all our children to feel happy, healthy and safe

-  We do our very best to encourage our children to be positive and motivated about learning so that everyone can reach their true and full potential.
-  We offer an inclusive curriculum where high standards of learning and teaching also allows for independent learning; we set challenging targets which encourages our pupils to participate in their own learning and achieve high standards.
-  We strive to create a stimulating atmosphere where staff are fully committed and dedicated to support our children on an exciting journey through their learning.
-  We work hard to ensure that parents and carers can work with us in partnership to ensure that Sawley children will become the responsible citizens of the future.

We recognise that our pupils in receipt of the pupil premium face specific barriers to achieving our ultimate aims and at Sawley Junior School we are determined to use our Pupil Premium funding to provide the support and opportunities necessary to help our children overcome these barriers.

Sawley Junior School recognises that pupils in receipt of pupil premium may need adapted assistance to allow them to access the school curriculum in all its forms. The school will aim high for all its pupils and will ensure that barriers to learning will be mediated wherever possible. The school will not lose sight of its aim for enabling all pupils to achieve their potential and the following steps are to support those pupils who may need additional intervention and acknowledgement to ensure that every child has the best opportunity regardless of whether they are identified as a Pupil Premium child or not.

Whilst being eligible for FSM and Pupil Premium some children in this cohort may not be low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels possible in all aspects.

We do this by ensuring our pupil premium strategy follows these core principles;

- We use the latest Education Endowment Foundation Guide to develop an evidence informed approach
- Barriers, challenges and successes are identified and measured using a range of information including summative and diagnostic assessment information which identifies needs in different areas including both academic and social and emotional needs.
- High quality teaching is at the heart of our approach - this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Staff delivering targeted academic support are given appropriate support and training.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Our school sits within a community that faces a range of challenges, and we feel it's important to share this openly with families.</p> <p>Our school's location is in the most deprived 20% of areas nationally (quintile 5). Our pupil intake, however, reflects a more average level of deprivation (quintile 3) compared with schools across the country. Within this, we know that some of our children experience limited opportunities outside their immediate community ("poverty of experience") as well as difficulties accessing certain resources at home ("poverty of material").</p> <p>We also recognise that a number of our families in receipt of Pupil Premium may find it harder to support learning at home, for example with reading or homework, often due to pressures on time, confidence, or past experiences of school.</p> <p>Our school's postcode has an IDACI score of 0.325, placing us in decile 2 nationally and ranking at 3396. This means that, compared with the whole country, many families in our area live in highly deprived circumstances.</p>
2	<p>A high proportion of disadvantaged pupils have other vulnerabilities, particularly SEND.</p> <p>At Autumn 2023/24: The percentage of disadvantaged pupils in each year group who are also SEND:</p> <ul style="list-style-type: none"> • Year 3, 25% - Year 4, 29% - Year 5, 35% - Year 6, 25% <p>At Autumn 2024/25</p> <p style="padding-left: 40px;">Year 3, 43% - Year 4, 33% - Year 5, 26% - Year 6, 29%</p> <p>Many of our pupils who receive pupil premium funding are also benefitting from additional support through social care involvement or school-based early help Team Around the Family meetings. This means that these children have access to a strong network of adults working together to ensure their wellbeing and to help them thrive both in and out of school.</p>
3	<p>Through our assessments, teacher observations, and pupil discussions, we have a clear picture of where children most need support. This allows us to provide targeted teaching that makes the biggest difference. For some pupils, particularly those with additional needs, we are prioritising phonics, reading fluency, comprehension, and the consistent application of writing skills across the wider curriculum.</p> <p>Language development remains a key focus. Of the 11 boys in receipt of pupil premium funding in our 2024 SATs cohort, 5 are currently working towards age-related expectations in reading and writing. Across the full cohort of 23 children, 18 pupils were below age-related expectations in our initial reading assessment, and 11 were below in writing. Importantly, 8 pupils are working towards expectations in reading, writing, and maths, giving us a clear group to target with additional support.</p> <p>Many children have already benefitted from Speech and Language Therapy involvement, 23 pupils in receipt of pupil premium across the school have received this support either in infants or juniors, which provides a strong foundation for progress.</p>

	<p>Writing has consistently been a strength in our school, and we continue to celebrate this. We did notice that during remote learning, engagement with spelling, punctuation, and grammar was not as strong as in face-to-face lessons, and some gaps in phonics knowledge emerged due to lockdown. By identifying these areas, we are able to put tailored interventions in place, ensuring children regain confidence and continue to thrive.</p>
4	<p>Our assessments, surveys, and conversations with pupils and families have helped us identify where we can make the biggest difference. One key area is enrichment, we see that many children, particularly those who are disadvantaged, would benefit from greater access to clubs and wider community opportunities. By recognising this, we are able to focus on expanding the range of experiences available, helping pupils to build their cultural capital and strengthen their social and emotional wellbeing.</p> <p>Last year (2024-25), 1 pupil in receipt of pupil premium accessed pot luck sports, 3 accessed Zumba (2 years ago this was 1), 7 access football (2 years ago this was 4), 3 accessed choir, 1 accessed gardening. 8 accessed Just Dance. 10 joined before school clubs such as Toast club or soft start support. 60 pupils did not attend extra-curricular clubs.</p> <p>In our current academic year, Autumn term (2025-26) 6 pupils in receipt of pupil premium access bikeability, 4 access clubbercise or Zumba, 3 access our new core stability (physical literacy) club, 21 access our new forest school club, 2 access gardening, 4 access football, 2 access pot luck sports, 9 access choir. 38 have not had involvement in a club so far this year. Of that 38, 18 have been exclusively invited to attend Forest School club or core club but have so far declined. This shows we are making progress in inclusion in extra-curricular activities, both in offering a wider selection and in take up of these, however we are still working on extra-curricular options for the 38 pupils not accessing additional clubs.</p>
5	<p>Recent attendance monitoring shows that there is a widening gap around an increasing percentage of disadvantaged pupils identified as persistent absentees.</p> <p>At the end of academic year 2022/23, disadvantaged attendance was 91.4% compared to non- disadvantaged at 94.9%. At the end of academic year 2023/24, disadvantaged attendance was 90.56% compared to non- disadvantaged at 95.19%. At the end of academic year 2024/25, disadvantaged attendance was 92.4% compared to non- disadvantaged at 96.43%.</p>
6	<p>Many of our pupils in receipt of pupil premium require additional support for their Social Emotional Mental Health needs. These pupils may require behaviour intervention including anger and anxiety gremlin work, family support including TAF, financial aid and attendance support, self-esteem and social support including ELSA, Happy to be me & Happy to be us, Educational Psychologist involvement and support with bereavement.</p> <p>Last year, all pupils in receipt of pupil premium in Y3 & 4 received Happy to be me and Good to be us interventions. 22 Educational Psychologist sessions were allocated, both through school allocation and through the EHCNA process. 1 child received Clinical Psychologist sessions including Joint Agency Meetings.</p> <p>An increased number of families currently require additional support with social and emotional needs and receive either 1:1 or small group interventions. Individual work on anxiety and escalated behaviour at home is also increasing as specific children need individual approaches and the SENDCo and FLO work with families to produce a bespoke offer for each circumstance, completing external agency referrals (CAMHS, Early Help, School Nurse, Inclusion Support, Educational Psychologist, Building Sound Minds etc) where appropriate.</p>
7	<p>We are keen to strengthen parental engagement across our school community, as we know how powerful this partnership is for children's progress. At our 2024-25 Autumn term open evening, 65% of parents were unable to attend appointments. Of these pupils, 52% are also on the SEND register, which highlights an important opportunity for us to work even more closely with families to ensure that support at home and school is joined up.</p>

We have also noticed that pupils from households in receipt of pupil premium funding are more likely to find homework and reading at home challenging. By identifying this correlation, we can focus our efforts on providing practical strategies and additional support to help families feel confident in supporting learning at home.

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 Outcomes	Success Criteria
<p>To support children and families experiencing material poverty so that children have their basic needs met so they have what they need to make academic progress.</p>	<p>Families requiring financial support will receive grants to support parents to pay for school uniform at different points throughout the year. Food bank referrals will be completed for families requiring additional support. School provide second hand uniform to families and will offer uniform free at home times at the end of term to support the financial burden. School offer these to key families in need, often those receiving additional financial support through our Family Liason Officer and provide remaining uniform for families to collect on drop offs and pick-ups. TAF meetings with additional referrals to external agencies will be offered to families requiring support.</p>
<p>Develop pupil engagement with reading to broaden pupils' experiences of quality literature and vocabulary- includes oral language approaches.</p> <p>To improve reading skills in Y3, Y5 & Y6 so they are within the 70% to 75% range at expected and meet school targets.</p> <p>Disadvantaged pupils read fluently allowing them to comprehend and engage with texts at a deeper level.</p> <p>To provide swift intervention to build on phonic knowledge to create foundations for early readers.</p>	<p>Assessments and observations indicate improved reading fluency and improvement in phonic screener scores among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>To improve writing skills across all year groups so they are closer to age-related expectations by the end of KS2.</p> <p>Improved written language skills amongst disadvantaged pupils.</p>	<p>Assessments and observations indicate improved written language skills among pupils in receipt of pupil premium. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>Increase the proportion of parents and pupils accessing our wider community offer. Leaders will maintain a strategic overview of the access to our offer.</p>	<p>An increased proportion of Y6 pupils will access our Y6 residential through subsidised costs. Pupils will access trips through subsidised costs.</p>

	School will offer a range of free workshops to pupils in school and will deliver trips exploring the local community free of charge to promote culture capital. Parent workshops will be offered to support a range of needs to allow parents to gain strategies and network with other families and professionals in the community.
Improve attendance and readiness to learn for persistently absent pupils including those who are disadvantaged by facilitating Early Help to support identified families.	By the end of 2028: A reduced number of pupils are persistently absent or late, including disadvantaged pupils. The gap between disadvantaged pupil attendance and non-disadvantaged pupil attendance is narrowed.
To support the mental health and well-being of all pupils in school. Disadvantaged pupils' social and emotional needs are understood, and swift, supportive intervention helps to ensure these needs are met. To engage pupils with a reinstated programme of enrichment opportunities and exposure to cultural capital.	Pupil voice shows that pupils feel happy, healthy and safe in and out of school. Where intervention has occurred, these have shown positive outcomes for pupils and that needs are being met. Following consistent access to face-to-face education, there has been a reduction in the number of referrals for group and/or 1:1 support.

Activity in this Academic Year (2023/2024)

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: **£39,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the ratio of disadvantaged children to staff to deliver High, Quality First Teaching - specifically targeted support – recruitment of Teaching Assistant hours.	Impact of small group provision for targeted phonics/reading. (+ 4/5mths)	1,2,3,4
Continuation of Accelerated Reader to support diagnostic reading assessment and formative monitoring and assessment in reading from Year 2-6	Accelerated Reader is shown by the EFF to have average an impact of 3months progress on disadvantaged pupil attainment. The school has been using accelerated reader for 3 years – outcomes have shown an upward trend at the expected level.	1,2,3

Continue delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for identified pupils. Provision of phonics teaching CPD for new staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2,3
Ensure all learners can access an ambitious curriculum: provide approaches to inclusive learning and teaching CPD for all staff including One Academy Trust Inset Training focusing on SEND (a high proportion (percentage) of our learners in receipt of PP have SEND)	Ensuring learning and teaching activities are matched to pupil need. SEND CPD offered all staff training on effective quality first teaching strategies and resources to improve inclusive teaching and learning for all pupils.	1,2,3,6
Multimodal literacy training is booked with a key teacher supporting children and their families to participate in the programme. (PEP Funding supplemented)	Studies have shown that students learn best when educators appeal to different learning styles at the same time, which is possible through multimodal learning. Multimodal learning engages the brain in multiple learning styles at once using various media.	1,2,3,4
Implementation of Provision Mapping Tool to track and analyse school wide interventions and progress.	Product feedback and colleague recommendations.	1,2,3,6
Introduction of Reading Fluency approach to increase automaticity, accuracy and expression across school. CPD to staff in new approach.	Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.	1,2,3,4
Increased CPD for Pupil Premium lead including <ul style="list-style-type: none"> - 2x National College courses focusing on Pupil Premium outcomes - Pupil Premium Panel webinar with focus on how to create a successful PP culture across school. - Nottinghamshire PP Networking meetings over 2 days. 	PP lead CPD will support the leadership and management of pupil premium reports and how these are implemented across school.	1,2,3,4,5,6,7

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

Budgeted cost: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Extra 0.5 teacher in Y6 to reduce teaching group sizes in English & maths. 8/14 of the pupils in receipt of pupil premium who are below age-related expectations in Y6 access this group.</p>	<p>Small group / targeted intervention (+4mths)</p>	<p>1,2,3</p>
<p>Address gaps in phonics:</p> <ul style="list-style-type: none"> • Year 3 daily phonics sessions – including TA led groups for different stages dependent on need • Targeted phonics interventions for identified pupils in Year 4. • Year 5 & 6 phonic groups for identified pupils needing extra input. • School has developed and is embedding early identification strategies including phonic screening, reading level assessments and words per minute assessment and intervention implementation to address these areas is targeted. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Assessment from baseline has shown a resounding rise in attainment.</p>	<p>2,3</p>
<p>Fluency Reading Interventions: Provision of intensive daily reading sessions for identified pupils including approaches to develop oral language and comprehension skills and improve fluency. More structured approach to reading fluency and the way reading is delivered.</p>	<p>EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody. (EEF)</p> <p>In turn, pupils can more readily access the wider curriculum facilitating access to the whole curriculum.</p>	<p>1,2,3,6</p>
<p>Read Write Inc Scheme embedding, phonic groups across all year groups, daily for 30 minutes</p>	<p>EEF:+1 month</p> <p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p>	<p>1,2,3</p>

Comprehension support in English - TA/HLTA support for targeted pupils in each year group. Additional teaching group in Y6 - children who have low reading/ spelling abilities to support catch up and individual targets.	EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. In turn, pupils can more readily access the wider curriculum facilitating access to the whole curriculum.	1,2,3
IDLS – to support phonics sessions and enable children to practice in school and at home, additional time allocated for children to complete tasks in school for those who have limited access at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1,2,3
GL Assessments – Dyslexia screeners more widely offered for early identification so school can signpost to the correct support path and amend practice accordingly.	Early identification of dyslexia provides critical benefits, including improved academic and emotional outcomes by allowing for timely, tailored support. Benefits include developing coping strategies, boosting confidence, preventing frustration and low self-esteem, and achieving full potential by accessing interventions like specialist teaching, assistive technology, and extra time for exams. Early identification helps prevent negative consequences, improves long-term educational and career success, and ensures students receive appropriate support throughout their education.	1,2,3
Spelling Shed implemented throughout all year groups-specific targets for identified children. Children can engage from home. (Costing: £550.80)	Pupils engaging with regular spelling practice showed improved outcomes.	1,2,3
Guided reading interventions to improve targeted comprehension skills for Y3-6 pupils.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. (EEF).	1,2,3,6
Performance Management Meetings with focus on pupils in receipt of PP	Leadership maintaining a strategic overview of pupil premium and highlighting key pupils for staff to offer tailored additional support will improve academic outcomes.	1,2,3

Wider Strategies (for example, related to attendance, behaviour and well-being)

Budgeted cost: **£18,102**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: <ul style="list-style-type: none"> SENDCo and FLO (1.5 days p/w) to work with individual children/families to support attendance and manage any anxieties around family situations and school. 	Half Termly attendance monitoring by Attendance Admin, HT and FLO followed by support form FLO where appropriate. Embed principles of good practice set out in the DfE’s Improving School Attendance advice.	1,2,4,5,6,7
Continue to provide access to lunchtime and after school clubs.	The EEF recognises the benefits of physical activity/arts-based clubs on both academic performance (additional 1 month’s progress) and health and well-being. Offer of chill room at lunchtimes for children requiring SEMH support through the lunch period. Deployment of Tas to support this intervention.	1,2,4,5,6,7
Funding visits, residential trips and enrichment activities (e.g. Forest School) on a needs-based approach.	The EEF recognises the benefits of physical activity/arts-based clubs on both academic performance (additional 1 month’s progress) and health and well-being.	1,2,4,5,6,7
Delivery of social and emotional interventions including (but not limited to) Happy to be Me, Good to be Me, Happy to be Us, Social Stories,	The EEF recognises the benefits of social and emotional learning on both academic performance and health and well-being. Improvement in expressive and receptive language skills.	1,2,3,4,5,6
SEND Natters and other Matters Parent Workshops and supports, including signposting to wider community opportunities for pupils with dual barriers.	Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2,4,6,7
Forest Schools and formulation of a new Forest Schools invitation only afterschool club for pupils in receipt of pupil premium (Sept 2025)	Forestresearch.gov highlights the many benefits of forest school including increased confidence, improved social skills, improvement in communication skills and physical skills as well as increased knowledge and understanding of the world around them.	1,2,4,5,6
ELSA sessions for Y3-4 implemented with FLO to improve self-esteem and resilience. FLO support 1:1 and supporting families.	+ 4 months EEF - Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1,2,5,6,7

<p>We are reintroducing Mini Leaders and peer mediators at lunchtimes to offer peer mentoring opportunities to Y6 pupils and offer structured, positive play opportunities for Y3 pupils.</p>	<p>EEF: +5 months</p>	<p>4,6</p>
<p>Book bundles (3 new books allocated through reading data) along with bloom's taxonomy question prompts, bookmarks and review sheets provided to all pupils in receipt of pupil premium in October 2025. Children are encouraged to swap books each half term to experience a broad range of books.</p>	<p>EEF: Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice.</p>	<p>1,3,4,7</p>
<p>Morning Meet & Greet Toast Club for children exhibiting School Refusal. Opportunity for parents to discuss observations from home to improve a joined-up approach.</p>	<p>Offers a more relaxed introduction into school for children struggling with the transition from home.</p> <p>Breakfast clubs that offer pupils in primary schools a nutritious meal before school can boost their reading, writing and maths results (+2 EEF) Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).</p>	<p>1,2,4,5,6,7</p>
<p>Soft start opportunity for pupils with anxiety upon transition into school is offered in our Chill room – a calm, quiet start with low stimuli and a familiar adult to calm and regulate.</p>	<p>Offers a more relaxed introduction into school for children struggling with the transition from home and gives them a sense of belonging.</p> <p>https://researchschool.org.uk/huntington/news/the-power-of-belonging-how-it-shapes-our-behaviour-and-how-you-can-build-and-support-this-in-your-school</p>	<p>1,2,4,5,6,7</p>
<p>Lego Therapy (pupils DIS & SEND) - to benefit children with a variety of communication and social developmental difficulties.</p>	<p>Play-based learning approaches have a moderate positive impact (+ 4 months) on learning outcomes. LEGO Therapy in school has been observed to not only improve social interaction skills but also expressive and receptive language skills as well as uncovering learning opportunities such as teaching colours.</p>	<p>1,2,3,4,5,6</p>
<p>Introduce and begin to structure additional interventions such as touch typing (Cognition & Learning/Sensory), turn taking (Communication & Interaction) , fine motor (Sensory) and meditation(Social, Emotional Mental Health) to offer whole-child support and a wider skill reach (Sept 24).</p>	<p>EEF notes the importance of transcription, automaticity and tech use. Barrier games are an effective activity, recommended by organisations like the Education Endowment Foundation (EEF), for developing communication, listening, and turn-taking skills in children. They are particularly useful for developing executive function (EEF) skills, specifically self-control and working memory, as players must wait their turn, listen carefully, remember instructions, and plan their communication.</p>	<p>1,2,3,4,5,6</p>

	Physical development approaches: + 5 months	
Priority parents evening appointments with follow up calls for non-attending families.	Offering priority bookings with a more flexible offer of a phone call will make open evening appointments more accessible for all families. With a joined-up approach, our pupils have a better chance at engaging with reading, homework activities and where appropriate, learning plan targets.	1,2,7

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 2023 to 2024 academic year.

At Sawley Junior School, a high proportion of disadvantaged pupils also have SEND.

In the year 2022-2023: The percentage of disadvantaged pupils in each year group who are also SEND:

Year 3, **35%** - Year 4, **24%** - Year 5, **15%** - Year 6, **37%**

In the year 2023-2024: Of the pupils in receipt of Pupil Premium, this proportion also had SEND:

Year 3, **37%** - Year 4, **33%** - Year 5, **20%** - Year 6, **48%**

In the year 2024-2025: Of the pupils in receipt of Pupil Premium, this proportion also had SEND:

Year 3, **43%** - Year 4, **33%** - Year 5, **26%** - Year 6, **29%**

- From their baseline starting points the difference between disadvantaged pupils and non-disadvantaged pupils is;

Intake 2024 – Year 3

Significant Data - 29% are disadvantaged – 8% of disadvantaged pupils are also SEND. 35% of the year groups are SEND.

Reading	Y3	BL	Y3	24/25	AP1		Y3	24-Feb	AP2		Y3	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	5	P	P+	At+	Ab	P	P+	At+	Ab
Group	53	20	54	21	75	18	49	13	65	11	59	23	91	24	76	31
DIS	30	9	30	4	65	4	26	0	61	13	35	4	78	17	61	13
NON	61	25	63	28	79	23	58	18	67	11	68	30	96	26	82	39
NOSEND	41	12	41	6	71	6	35	0	65	12	41	6	82	18	82	18
SEND	21	7	32	4	61	11	21	4	61	18	36	7	89	21	43	11
Boys	44	12	44	9	68	9	41	3	71	15	59	6	94	24	68	18
Girls	59	26	61	30	80	24	54	20	61	9	59	35	89	24	83	41
HAPs	100	71	100	100	100	71	94	47	53	0	94	53	88	12	100	88

- Although DIS pupils make some progress, it is not at the rate required to close the attainment gap with their NON and NO SEND counterparts.

Writing	Y3	BL	Y3	24/25	AP1		Y3	45712	AP2		Y3	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	0	0	41	10	43	24	53	30	68	26	48	25	49	14	61	6
DIS	0	0	22	0	22	9	26	9	48	4	30	13	57	17	43	0
NON	0	0	49	14	51	30	63	39	75	35	54	30	46	12	68	9
NOSEND	0	0	29	0	29	12	35	12	59	6	35	18	71	18	59	0
SEND	0	0	14	4	14	4	14	7	46	7	21	11	39	14	25	0
Boys	0	0	41	6	41	9	47	21	62	24	35	18	50	12	53	0
Girls	0	0	41	13	43	35	57	37	72	28	57	30	48	15	67	11
HAPs	0	0	89	89	100	100	100	100	100	56	100	89	22	0	100	33

- There is still a gap between non-disadvantaged and disadvantaged pupils.

Maths	Y3	BL	Y3	24/25	AP1		Y3	45712	AP2		Y3	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	46	6	76	36	89	53	59	26	98	0	73	33	80	16	75	23
DIS	26	4	52	22	83	53	35	13	96	0	48	13	70	16	48	13
NON	54	7	86	42	91	56	68	32	98	0	82	40	84	14	86	26
NOSEND	35	6	65	29	94	53	41	18	94	0	53	18	76	24	53	18
SEND	43	4	54	29	75	39	43	21	96	0	57	14	68	11	64	18
Boys	56	9	79	38	91	59	68	29	100	0	76	32	88	18	79	26
Girls	39	4	74	35	87	48	52	24	96	0	70	33	74	15	72	20
HAPs	90	17	100	100	100	97	100	72	100	0	100	79	100	21	97	59

- Disadvantaged groups met targets.

Intake 2023 – Year 4

Significant Data - 27% are disadvantaged – 10% of disadvantaged pupils are also SEND. 23% of the year groups are SEND.

Reading	Y3	BL	Y4	24/25	AP1		Y4	24/25	AP2		Y4	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	67	29	65	28	63	13	73	29	84	11	71	30	65	4	81	30
DIS	48	10	43	5	67	19	52	14	86	10	48	10	57	0	62	5
NON	76	36	72	36	62	10	81	34	84	12	81	38	69	5	90	40
NOSEND	60	13	60	7	80	20	73	20	93	13	60	13	67	0	80	7
SEND	40	13	33	13	53	13	47	7	67	13	40	13	60	7	53	13
Boys	75	33	69	28	58	11	78	31	86	8	72	33	61	8	89	33
Girls	60	26	60	28	67	14	70	28	81	14	70	28	67	0	74	28
HAPs	90	55	100	76	86	21	100	62	86	7	97	62	66	3	100	76

There is still a gap between non-disadvantaged and disadvantaged pupils.

Writing	Y3	BL	Y4	24/25	AP1		Y4	24/25	AP2		Y4	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	63	16	35	0	33	10	51	16	62	16	54	18	61	5	71	5
DIS	43	10	19	0	19	0	29	0	38	5	38	0	52	5	43	0
NON	72	19	41	0	38	14	59	22	71	21	62	24	66	5	83	7
NOSEND	40	0	20	0	20	0	33	0	40	7	40	0	67	13	53	0
SEND	27	27	13	0	13	7	27	0	47	0	27	0	33	0	53	0
Boys	69	19	33	0	33	11	56	11	61	11	58	14	56	0	78	3
Girls	58	14	37	0	33	9	47	21	63	21	51	21	65	9	65	7
HAPs	100	67	67	0	67	33	100	100	100	67	100	67	33	0	100	67

- There is still a gap between non-disadvantaged and disadvantaged pupils although attainment between AP2 and 3 shows greater improvement than NON DIS group.

Maths	Y3	BL	Y4	24/25	AP1		Y4	24/25	AP2		Y4	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	76	37	66	35	51	9	56	28	68	1	53	28	73	4	80	46
DIS	52	19	43	10	57	9	38	10	76	1	38	14	71	4	52	19
NON	86	43	74	45	48	9	62	34	67	2	59	33	76	5	91	55
NOSEND	67	33	60	13	53	0	47	13	80	0	47	13	87	7	67	33
SEND	47	13	40	13	60	20	27	7	47	0	27	13	67	0	60	27
Boys	81	39	75	42	53	14	69	33	64	0	58	31	64	0	86	58
Girls	72	35	58	30	49	5	44	23	72	2	49	26	81	7	74	35
HAPs	95	70	92	76	62	8	89	59	76	3	86	57	78	8	100	89

- Data static between AP2 and 3 however NON DIS data declined during this period.

KEY at AP3:	< AP2	= AP2	> AP2		Target Key:	T not met	Within 10%	T met	T exceeded
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Intake 2022 – Year 5

Significant Data - 37% are disadvantaged – 18% of disadvantaged pupils are also SEND. 30% of the year groups are SEND.

Reading	Y4		Y5		24/25		AP1		Y5		24/25		AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	55	20	52	17	63	7	54	15	66	11	59	13	76	11	70	23
DIS	47	17	43	13	53	7	43	13	57	10	43	10	63	3	60	17
NON	57	23	55	19	68	6	57	17	74	13	66	17	81	17	74	30
NOSEND	60	33	73	27	73	13	60	27	40	7	73	20	80	0	80	27
SEND	19	0	19	5	57	10	14	0	62	10	29	0	67	14	29	0
Boys	37	9	37	7	65	7	35	7	59	9	41	7	72	7	52	13
Girls	78	33	72	31	61	8	78	25	75	14	81	22	81	17	92	36
HAPs	100	54	88	46	54	13	100	46	67	17	100	42	75	13	100	75

There is still a gap between non-disadvantaged and disadvantaged pupils.

Writing	Y4		Y5		24/25		AP1		Y5		24/25		AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	61	15	46	6	43	15	62	9	70	15	61	17	76	16	65	18
DIS	60	13	33	3	30	7	47	7	60	10	53	7	70	17	57	10
NON	64	17	53	9	49	21	70	11	74	17	64	23	77	15	68	26
NOSEND	87	27	67	7	60	7	80	7	67	20	80	20	93	13	87	27
SEND	19	0	19	0	14	0	19	0	52	5	29	0	52	14	24	0
Boys	50	11	39	2	37	9	46	2	54	7	43	9	63	11	54	13
Girls	75	19	56	11	50	22	83	17	89	25	83	28	92	22	78	25
HAPs	100	86	86	21	79	29	100	21	100	43	100	64	100	43	100	86

- Slight gap between non-disadvantaged and disadvantaged pupils, although this gap is closing.

Maths	Y4	BL	Y5	24/25	AP1		Y5	24/25	AP2		Y5	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	62	15	56	18	70	4	56	15	91	0	66	17	89	10	73	32
DIS	53	10	47	10	77	4	40	7	93	0	53	10	83	10	67	17
NON	68	19	62	26	64	2	66	21	89	0	70	23	91	6	77	45
NOSEND	87	20	80	20	73	0	73	13	93	0	80	13	93	7	87	27
SEND	29	5	19	14	57	10	24	10	90	0	38	10	81	14	38	14
Boys	57	15	52	20	63	7	52	17	89	0	61	17	89	13	65	30
Girls	69	14	61	17	78	0	61	11	94	0	72	17	89	6	83	33
HAPs	97	41	97	45	79	0	93	41	86	0	97	45	97	14	100	76

- There is still a gap between non-disadvantaged and disadvantaged pupils. Progress made is greater than NON DIS counterpart.

KEY at AP3:	< AP2	= AP2	> AP2		Target Key:	T not met	Within 10%	T met	T exceeded
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Intake 2021 – Year 6

Significant Data - 28% are disadvantaged – 7% of disadvantaged pupils are also SEND. 18% of the year groups are SEND.

Reading		BL	Y6	24/25	AP1		Y6	24/25	AP2		Y6	24/25	AP3		Target	
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	41	6	71	18	91	15	77	18	91	6	83	40	84	11	84	34
DIS	22	4	57	9	91	17	70	13	96	9	70	35	74	9	74	22
NON	49	7	76	22	92	14	80	20	90	5	88	42	88	12	88	39
NOSEND	24	6	65	6	94	18	76	12	94	12	76	41	88	12	82	24
SEND	17	0	33	8	75	17	50	8	92	0	50	8	50	0	50	8
Boys	38	5	67	13	97	10	79	18	97	5	79	44	82	5	79	31
Girls	44	7	74	23	86	19	74	19	86	7	86	37	86	16	88	37
HAPs	86	17	100	45	93	7	100	41	93	3	100	69	97	3	100	69

- SATS scores for reading showed accelerated progress within all groups.

Writing	BL		Y6	24/25		AP1		Y6		24/25		AP3		Target		
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	0	0	61	9	61	20	61	2	57	0	73	10	0	0	65	12
DIS	0	0	52	4	52	4	52	4	48	0	61	4	0	0	43	9
NON	0	0	64	10	64	25	64	2	61	0	78	12	0	0	73	14
NOSEND	0	0	65	0	65	0	65	0	53	0	76	0	0	0	53	6
SEND	0	0	17	8	17	8	17	8	33	0	25	8	0	0	17	8
Boys	0	0	54	8	54	13	49	5	59	0	64	8	0	0	59	8
Girls	0	0	67	9	67	26	72	0	56	0	81	12	0	0	70	16
HAPs	0	0	100	26	100	53	100	5	58	0	100	32	0	0	100	37

- Disadvantaged pupils exceeded targets.

Maths	BL		Y6	24/25		AP1		Y6		24/25		AP3		Target		
	At+	Ab	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab	P	P+	At+	Ab
Group	33	0	43	7	95	2	59	22	100	7	70	29	90	0	78	27
DIS	17	0	22	0	91	2	35	4	100	7	52	13	91	0	65	9
NON	39	0	51	10	97	3	68	29	100	8	76	36	90	0	83	34
NOSEND	12	0	18	0	94	0	35	0	100	6	59	6	94	0	76	6
SEND	17	0	17	0	75	0	33	8	100	0	33	17	67	0	33	8
Boys	41	0	54	13	100	3	64	31	100	8	74	41	92	0	82	31
Girls	26	0	33	2	91	2	53	14	100	7	65	19	88	0	74	23
HAPs	68	0	86	16	100	0	97	49	100	11	97	62	95	0	97	54

- Gap between Disadvantaged and Non was closing between AP2 and AP3.

KEY at AP3:	< AP2	= AP2	> AP2		Target Key:	T not met	Within 10%	T met	T exceeded
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2024/25 – Outcomes were also supported by:

- HLTAs/TAs assigned to consistent year groups supported mental health and well-being:
 - staff knew the children exceptionally well and were able to support on a needs basis
 - Time to work with individual children and small groups to support friendships and resilience was used well and children felt well supported.
 - Additional support for families was provided by support staff.

(This model is being replicated for morning sessions 2025-26 however afternoons will utilize support staff to offer a broader range of interventions)

- Ability-based phonics groups implemented across school (rather than our historical offer of Y3/4 only).

- Attendance monitoring supported children to attend when possible. Attendance rewards weekly such as non-uniform days for class with best attendance.
- Socially speaking, ELSA, anxiety and anger work completed by FLO.
- Monopoly attendance assemblies with weekly certificates for classes with highest attendance.
- Inset and cluster meetings have highly prioritised CPD on adaptive strategies. ONE Trust Insets have prioritised Pupil Premium with podcasts being created for staff to listen to.
- Teachers, teaching assistants and midday supervisors have received CPD on the 4 main areas of SEND need in school to support the high percentage of pupils who are in receipt of PP and have SEND. Middays have class on a page sheets sharing numbers of pupils in receipt of PP within each class.
- Wordsmith week improves wider opportunities and culture capital inviting authors into school for workshops.
- Owl writes allow pupils regular opportunities for creative extended writes, as asked for in pupil interviews. Children have opportunities to write for purpose e.g. writing to the PM.
- Close partnership with the Canal and River Trust to provide culture capital opportunities both by Trent Lock and through free, school-based workshops.
- School have been actively seeking more opportunities to ensure trips are low budget e.g. exploring the local area for history, church trips and Trent Lock for geography and science-based learning. This removes cost burdens for families.
- Additional teacher support in Y6 (or Y3 as required)
- Referrals to DCC representatives such as Inclusion Support Advisory Services.
- School is engaging with PINS project 2025-26 which will offer support to pupils in receipt of pupil premium who also have neurodiversity.

Externally Provided Programmes

Programmes	Provider
Read Write Inc	Ruth Miskin Literacy
IDLS for Numeracy and Literacy	IDLS Group
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle Ltd
MyMaths	Oxford University Press
Accelerated Reader	Renaissance Learning
White Rose Maths	White Rose Maths
Anger Gremlin	Author: Kate Collins-Donnelly

Anxiety Gremlin	Author: Kate Collins-Donnelly
LEGO Therapy	Founder: Dr. Daniel LeGoff
Happy to be me/ Happy to be us	Happy Secrets.com
Zones of Regulation	Leah M. Kuypers
Provision Map	TES
BBC Dancemat	BBC
Autism Advocates & SSEN (2023-24) & Inclusion Support Advisory Service (2024-)	Derbyshire County Council
PINS	Derbyshire County Council

Service Pupil Premium Funding

Service children may experience emotional and social challenges linked to parental deployment or mobility, which can impact wellbeing, relationships, and academic progress.

Measure	Details
To support emotional and sense of belonging.	Service children are invited to take part in our extra-curricular Forest School club. This provides opportunities to build positive relationships with peers, develop confidence, and strengthen their sense of belonging within the school community.
Support academic learning affected by the challenges of being a service child.	Resources are provided both in school and at home to support learning, such as study books and essential equipment, ensuring pupils have consistent access to learning materials.
Provide targeted academic support where needed.	Additional intervention support is offered, including reading and phonics interventions, in-class adult support, and small-group or individual tuition where appropriate, to help pupils make progress and address any gaps in learning.