



Pupil Premium Strategy Plan Cassiobury Junior School 2026

Pupil premium strategy statement – Cassiobury Junior School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	3.8%
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)	2024-25 1 st Year of plan 2025-26 2 nd year of plan
Date this statement was published	December 2024 December 2025
Date on which it will be reviewed	November 2025 November 2026
Statement authorised by	J Sherry
Pupil premium lead	J Sherry
Governor / Trustee lead	Priya Pitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	As above

Part A: Pupil premium strategy plan

Statement of intent

For a small percentage of our pupils, we want to help them achieve their goals and participate in the wider curriculum regardless of their background or challenges they face. Alongside, high-quality teaching, pupils will receive support to ensure their attainment alongside their peers. Our support for our pupils is individualised, focussing specifically on their needs and what they need to develop and progress to the best of their ability.

Challenges

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

Challenge number	Detail of challenge
1	Significant number of eligible pupils with SEN Status or below average attainment within the PPG cohort.
2	External factors, home circumstances (such as temporary accommodation) low self-esteem, mental health and emotional wellbeing issues- 25% of the current PPG cohort are refugees.
3	Academic attainment in maths some due to breaks in school or multiple settings including overseas.
4	Academic attainment in English some due to breaks in school or multiple settings including overseas.
5	Speech, language and/or communication needs including EAL

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
<i>Improve attainment levels for the PPG cohort</i>	Data will indicate improving levels.
Ensure wellbeing/mental health provision offer	School offer to be reviewed and made accessible to staff and parents explaining the spectrum of offer. 1-1 reviews offered for parents of PPG pupils.

Improve maths attainment for disadvantage pupils	Data to indicate improvements Staff training on maths
Improve English attainment with a focus on reading and vocabulary	Data to indicate improvements Staff training on English/writing improvements
Improve training for staff on vocabulary and oracy including EAL provision and assessment	Implement key interventions and approaches Assess all pupils on baseline levels of proficiency in English Data to indicate significant improvements in competency.

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: £ 36k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1/3/4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1/4/5
Purchase of a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the	1/4/5

Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2/5

Targeted academic support

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In addition to quality first teaching- Targeted support groups led by experienced.</i>	EEF evidence on the impact of small group interventions.	
<i>Specialist training for maths, vocabulary, ELKLAN, EAL understanding of good practice.</i>		

<i>Improved offer of mental health and wellbeing support and therapies.</i>		
<i>Develop EAL assessments due to changing nature of cohort etc.</i>		

Wider strategies

Budgeted cost: £ 10k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of in school support for reading and homework activities</i>		

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>First year of plan</i>

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