



Pupil premium strategy statement

North Baddesley Junior School



Vision Statement

"Respectful hearts, Aspiring minds, Resilient spirits."

"Be kind, dream big, keep going!"

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our 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. The funding may be used both for specific groups, and also for wider benefits to the whole school (e.g. in supporting wider access to support staff).

School overview

Detail	Data 2024 - 2027
School name	North Baddesley Junior School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	62/350 (17.7%) Eligible for FSM (56/350= 16.0%) Looked After Children/Post LAC (2/350 = 0.57%) Service Child (3/350 = 0.86%) Ever 6 FSM 56/350 (16%) Young Carers 13/350 (3.7%)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	January 2026 – Governing Body
Statement authorised by	Miss Lucy Wootten Head Teacher
Pupil premium lead	Miss Vicki Rowlands (AHT)
Governor / Trustee lead	Chris Mahoney, PP Champion.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
PLAC funding	£5260
Pupil premium funding for service children	£1050
Total budget for this academic year	£94,180

Part A: Pupil Premium Strategy Plan - Statement of intent.

As a school, we are committed to providing the best possible education for all of our pupils to fulfil their potential so that they make the most of life's chances and the opportunities it offers. We are proud of our focus on children as individuals, and work in partnership with parents to ensure that every child receives the emotional, social and educational support that they need in order to feel fulfilled throughout their school education.

We have high aspirations and ambitions for all children. We are determined to use all resources at our disposal to give every child the chance of realising their potential, through a relevant, rich, broad and stimulating curriculum offer. We expect **all** children to engage in all aspects of school life equally. This means that we positively provide experiences for all children such as access to the curriculum enriched activities, visits and visitors and residential.

High-quality inclusive teaching is at the heart of our approach to all teaching. We are adaptable within our approach so that we can respond to challenges and individual needs.

Funding will also support extended coverage in our pastoral roles e.g. our Family Support Worker, ELSA and dedicated *Pupil Premium "champion"* who acts in a mentoring role, working with them inside and outside the classroom. These important pastoral roles ensure that children are in the best possible frame of mind to approach their learning. By ensuring these members of our pastoral team are widely available, children will be ready to start their learning.

Our expectation at North Baddesley Junior School is that all pupils become strong readers. This will enable them to read to learn, lay foundations for secondary school, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all learners.
- Adopt a whole school approach in which all staff take responsibility for pupils' outcomes and raise expectations for what they can achieve.
- Allocate Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

We base our actions, interventions and support around our knowledge of pupils and families, as well as research including that from the EEF (Education Endowment Foundation) toolkit.

This documentation outlines how we ensure the funding is used to its maximum effect.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance, Learning behaviours and metacognition.</p> <p>Poor attendance and regular late arrivals adversely affect learning through missed sessions.</p> <p><i>In December 2024 12/63 (19%) PP children fall into the persistent absentee category, 9/63 (14.2%) are often late before registers close.</i></p> <p><i>In December 2025, 21/62 PP children fall into the persistent absentee category, 9/62 (14.5%) are often late before registers close.</i></p>
2	<p>Communication, Self-regulation and emotional development are all areas of challenge for a proportion of our pupils. Some of these areas can be addressed through whole school and class measures, but some need approaches that are more individual.</p>
3.	<p>Weak Language and communication specifically vocabulary acquisition.</p> <p>Some pupils need support to develop their vocabulary, spellings and handwriting.</p>

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
1. To achieve and sustain improved attendance and punctuality for all pupils.	<ul style="list-style-type: none"> Families with previous high rates of lateness/persistent absences to have engaged with Child and Family Support Worker and attendance figures to show improvement.
2. Pupils to have developed language and communication skills.	<ul style="list-style-type: none"> All pupils to work in small groups to read and discuss topics of interest. All pupils to speak confidently out loud in classroom environment and assemblies.

<p>2. Communication, Self-regulation and emotional development are all areas of challenge for a proportion of our pupils. Some of these areas can be addressed through whole school and class measures, but some need more individual approaches.</p>	<ul style="list-style-type: none"> All children that need ELSA/TALA support will have access to this service within the school community.
<p>2. To achieve and sustain improved wellbeing for all pupils in our school.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils e.g., clubs and other offerings (e.g. musical instrument tuition, Rock 2 the beat). to ensure finance should not be the primary barrier to children attending our residential/trip offerings in year 4 or year 6. <p>*Pupil premium children to be actively signposted and/or invited to extended opportunities run by the school or other agencies e.g., home learning club with the local church, science/computing club at Mountbatten.</p>
<p>1 & 2. To encourage parental engagement in school run activities e.g., family links, open mornings and parent workshops to support children's learning.</p>	<ul style="list-style-type: none"> The school is aware of any changes in circumstance or issues with the family. Families within the school community are confident that the school can support them.
<p>3. Communication skills and opportunities for speaking to an audience increase to develop confidence.</p>	<ul style="list-style-type: none"> All children to confidently speak in groups and in class, year group performances.
<p>3. Staff to maintain focus on the attainment and progress of pupils.</p>	<ul style="list-style-type: none"> All pupils to show sustained/accelerated progress.

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. The data will be adjusted on an ongoing basis as we move out of the recovery phase, and then continue with initiatives in place to focus on the specific groups or individuals.

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards ongoing CPD to develop high quality teaching and curriculum in light of assessment to ensure it is successfully adapted, and designed meet the needs of all pupils.</p>	<ul style="list-style-type: none"> • Ensure ECT induction is impactful and supportive. Time for coaching has been allocated – AHT and Year Leader is mentoring ECT's. • Continue to support Team Leaders and Subject Leaders in their roles; providing the time for them to carry out learning walks, lesson studies, monitoring books and conferencing pupils about their learning and school journey. • Writing continues to be a key focus for school improvement plan. English leader will lead staff meetings and year group meetings (PPA time) to continue to embed reading and editing strategies. • Handwriting will be in focus for the Autumn and Spring Term to ensure all writing is legible and pupils have a consistent approach to presentation. English Lead is working closely with the infant school. • Spelling strategies, Time Tables Rock stars, to be embedded to support learning. • Project X code/ Phonic Intervention Training for all staff and resources bought in to use for reading interventions across the school. A reading Champion is monitoring with the English Lead the lowest 20% readers. • Parent Workshops in English and Maths to support parents to support their learners at home. • Staff training and the introduction of 'Thinking Moves' which is research based theory that impacts learner's retention and connections to their learning. 	<p>1,2,3</p>

	<p>DFE guidance identifies high quality teaching and learning for all as a key factor in ensuring disadvantaged children attain well.</p> <p>DFERS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf 2</p>	
<p>Maths lead release time to monitor and support staff in their own development of mastery.</p> <p>Additional resources purchased to develop and embed times tables, arithmetic and reasoning across the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/</p>	2
<p>Smaller teaching groups.</p> <p>Use of HLTA/LSA's to support 'cut away' teaching.</p>	<p>EEF – reducing class size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2, 3
<p>Quality First Teaching with peer coaching and mentoring. Subject leads released to support and coach staff. Focus for the first year will be on developing retention of knowledge and researching the impact of into cognitive load theory.</p>	<p>EF - Teacher Feedback to Improve Pupil Learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessaryworkload-around-marking.pdf</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-TeachingLearning-Toolkit-October-2018.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/peer-tutoring/</p> <p>Thinking Moves Training and P4C.</p>	1, 2, 3

Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. In autumn and summer terms we are using NFER end of term summative tests.	
Clicker software	<p>Evidence in Education (Crick Software's Clicker)</p> <p>Significant Writing Improvements: Studies, such as those conducted at Wensum Junior School, show that pupils using Clicker produced 2.5 times more words in a session and nearly three times more multi-syllabic words.</p> <p>Increased Independence: Research from Angus Council found that pupils required 6.5 times less help or prompting from teachers when using Clicker to support their writing.</p> <p>Improved Accuracy: The use of Clicker resulted in a significant reduction in grammar and spelling errors, with almost three times fewer mistakes in student work.</p> <p>Increased Engagement & Confidence: Data indicates that students, including those with Special Educational Needs and Disabilities (SEND), exhibit longer concentration times and greater confidence, leading to a calmer classroom environment.</p> <p>https://cricksoft.com/clicker/evidence/</p>	1, 2, 3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed reading comprehension skills across	EF - Reading comprehension strategies	1, 3

<p>the curriculum. Purchase of Project X Code to ensure that phonic interventions are consistent throughout the school.</p> <p>Ensure all relevant staff have received high quality phonics training and are skilled in the delivery of phonics.</p> <p>Additional phonics sessions targeted pupils who require further phonics support. – PP champion and Reading Champion for lowest 20%.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Interventions to improve numeracy skills. To fill the gaps in knowledge and understanding.</p> <p>Booster Maths session - small group tutoring.</p> <p>Additional resources purchased.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	1
<p>CPD for Maths and English by Maths and English leaders.</p> <ul style="list-style-type: none"> • CPD for LSAs by Maths and English leaders. • Maths and English are high priority on School Strategic Plan. • Pupil Progress meetings to track progress of children and appropriate, timely interventions are put in place. 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <ul style="list-style-type: none"> • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. 	1, 3

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for ELSA in the following: LGBT+	https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf	2
Increasing staff awareness about children's mental well-being.	https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf https://assets.publishing.service.gov.uk/media/5a747ef340f0b604dd7ae609/DFE-RR253.pdf	1, 2
Attendance Team Weekly Safeguarding and Attendance Meeting with DSL's.	Government publication – https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Attendance Data shows pupils with highest attendance make the most progress at NBS, due to increased opportunities for overlearning and access to a personalised curriculum.	1
Family engagement Parental coffee morning. Consultation meetings 1:1 pupil counselling	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3

<p>Enrichment & access to wider curriculum</p> <p>Subsidised trips</p> <p>Swimming</p> <p>Residential Visits</p> <p>Clubs</p> <p>Mountbatten Partnership – Festivals.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged Children. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer pupils a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf</p>	<p>1, 2, 3</p>
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<p>Verbo - An online speech and language therapy toolkit for education staff supporting school aged children and young people.</p>	<p>Speech, language and communication skills are crucial for the wellbeing, academic attainment and overall development of all Children and Young People (CYP).</p> <p>Approximately 1.4 million CYP have speech, language and communication needs (SLCN) – this has only exacerbated since COVID-19. These difficulties can have severe long term impacts on:</p> <ul style="list-style-type: none"> • Education • Mental health and emotional well-being • Employment prospects • Life outcomes <p>Verbo has been designed by NHS SaLTs and education staff. It is available to Primary and Secondary schools to identify need and support CYP's communication and language development.</p>	3
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>There have been occasions when extra support has been offered to families who are on the borderline threshold of automatically qualifying for other support (financial or emotional)</p>	All

Total budgeted cost: £96,000

The actual split across the three areas is fluid and will be supplemented as/when required from the main budget especially where the benefit is to a wider cross section of the cohort which includes PP pupils as a non-segregated group.

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 2024- to 2025 academic year.

As part of the catch-up strategy, additional interventions and targeted booster groups were provided for all children who were not making the progress needed to achieve Age Related Expectations (ARE). These children were identified on the school's Cohort Action Plans and supported by additional groups provided by the SENDCo, additional teachers, LSAs and the class teachers. LSAs and teachers provided booster groups and these were well attended and effectively addressed learning gaps.

Reading results were above both national and local authority but still remains a priority across the school, especially for the lowest 20% and staff focused on developing strategies for children to access the curriculum. Vulnerable children were all integrated into the classroom environment and seating plans were adapted throughout the year to ensure children had learning partners who would be able to support their learning across the curriculum. LSA and teacher deployment within the classroom meant that all Pupil Premium children were given quality first teaching and their progress was monitored carefully. Each term class teachers highlighted behaviour incidents, enrichment activities the children had participated in, interventions, progress and attendance on the Pupil premium passports. Staff used it to ensure that children were monitored and supported where needed.

Pupil monitoring and progress meetings occurred and staff were encouraged to focus on children who had not made progress from KS1 or the end of the previous year. All children were regularly assessed throughout the year, and we ensured that support was provided to help fill the gaps in learning. Children who were close to ARE were provided with additional opportunities to overlearn areas of development.

Pupils who were in the lowest 20% of the cohort were identified and provided with additional support. This was through quality first teaching, additional booster support, pre-teaching and targeted interventions. Where the children were on the SEND register, the SENDCo provided additional activities.

Phonics interventions with a specific focus on Years 3 & 4 took place. Writing continues to be a focus with targeted interventions. These will continue as a priority this year as we strengthen our phonics programme with the implementation of **Project X Code**.

Children's mental well-being has continued to be a focus throughout the year and staff were vigilant in monitoring and supporting them. In some cases, home visits were made and additional support was offered. The school worked very closely with outside agencies such as Romsey Young carers to provide further support for families in need. All children were provided with extensive strategies through our PHSE scheme.

Throughout the year, there was additional ELSA support for a number of children. This focused intervention provided space and resources to help children work through and process a number of key issues. As a result, the children found that they were able to regulate their emotions and have started implementing the strategies they gained.

Financial support was given on to 44 children. This support included full or partial funding to attend an off-site visit or residential trip or funding to attend an enrichment activity e.g. peripatetic music lessons. If parents requested additional support, then a discussion between them and the Home Support Worker helped establish if there were additional needs.

Focus on families: Parental communication remained a high priority and the continued work of the child and family support worker meant that early intervention and support was highly beneficial to work alongside families in need. We worked closely with external agencies to ensure that vulnerable children had regular phone calls and home visits. We met with parents to ensure additional support was provided and where needed, we accessed external provision through community support groups such as the Southampton Food Bank. Where attendance was identified as an area for support, strategies were put in place to help support the children and families, so that learning was not disrupted.

The Pupil Premium attendance for Autumn Term 2023, 2024 and 2025 – updated December 2025.

Autumn term 2023: PP attendance **91%** and non-Pupil Premium children **95.2%**.

Autumn Term 2024: PP attendance **94.14%** and non-Pupil Premium children **96.8%**.

Autumn term 2025: PP attendance not SEN **94.02%** and Non Pupil Premium children **96.85%**

Governing body.

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for closing the gaps is implemented. We update the standards committee on a regular basis regarding children's progress, attendance, interventions and enrichment opportunities. The 3-year strategy has been shared with the Governing Body. Termly, the Governors were issued with a summary within the head teacher's report.

SATS results 2022, 2023, 2024, & 2025

Subject	ARE Attain- ment	Pro- gress	GD Attain- ment	ARE Attain- ment	Progress	GD Attain- ment	ARE Attain- ment	GD Attain- ment	ARE Attain- ment	GD Attain- ment
Reading	84.4%	+1.4	47.8%	84%	+ 0.94	41%	79.8%	39.3%	74.4%	37.8%
Writing	82.2%	+1.3	25.6%	84%	+ 1.76	32%	83.1%	19.1%	85.6%	22.2%
Maths	80%	+1.1	37.8%	87%	+1.33	38%	77.5%	29.2%	83.3%	33.3%
Combined	65.6%		18.9%	76%		24%	67.4%	16.9%	72.2%	17.8%

Pupil Premium, 2022, 2023, 2024, & 2025

4 of the PP children were on the SEN register.

6PP children were on the SEN register

6/13 children were on the SEN register.

9/17 children were on the SEN register.

Subject	ARE Attain- ment	GD	ARE Attain- ment	ARE Attain- ment	GD	ARE Attain- ment	GD
Reading	68.75%	37.5%	40%	53.8%	7.7%	47.1%	5.9%
Writing	68.75%	12.5%	60%	46.2%	0%	58.8%	5.9%
Maths	62.5%	12.5%	60%	30.8%	0%	70.6%	11.8%
Combined	6.25%		30%	30.8%	0%	41.2%	0%

Externally provided programmes

Programme	Provider
Thinking Moves	DIALOGUEWORKS Validated Thinking Moves A-Z Course Jonathan Hannam
Verbo	<p>NHS</p> <p>Verbo is a platform for education staff to access in school to support high quality teaching and enable them to communicate directly with therapists, develop their knowledge and skills to empower them to provide speech and language therapy support for all school pupils in settings.</p>
Clicker	<p>What Clicker Is</p> <ul style="list-style-type: none"> • A child-friendly word processor and literacy toolkit that supports writing from planning through to final draft. It includes tools to help pupils think, write and review their work. • Designed to be more accessible than regular word processors by offering supports like speech feedback, word prediction, picture support, and visual scaffolding. <p>Key Features</p> <ul style="list-style-type: none"> • Speech feedback & reading aloud: Clicker can read text back to learners, helping them hear errors and correct their work. • Intelligent word prediction: Suggests words as pupils type to build vocabulary and improve fluency. • Clicker Grids & Word Banks: These on-screen grids let children click on whole words or phrases — useful for early writers or those with spelling difficulties. • Visual supports: Pictures or symbols can be added to help comprehension and expression. Recent versions also include large libraries of symbols to support learners with language needs. • Planning tools (Clicker Board): A visual mind-mapping area to organise ideas before writing. • Accessibility options: Works with switches, eye-gaze systems, large key clusters ("SuperKeys"), and other assistive technologies.

Service pupil premium funding.

How our service pupil premium allocation was spent last academic year

Emotional literacy support (direct ELSA sessions, ELSA support and guidance for class teachers and staff, and family support time for parents) and dedicated use of adult time to liaise with Romsey Young Carers.

The impact of that spending on service pupil premium eligible pupils

Attendance in school was strong amongst most pupils, emotional needs were met and developed (feedback received from parents) was successful.

