

Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Cam Woodfield Junior School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	59 (30%)
Academic year/years that our current pupil premium strategy plan covers.	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026.
Statement authorised by	Louise Bennett
Pupil premium lead	Tammi Wainwright
Governor / Trustee lead	Lisa Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,469
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

At CWJS we use pupil premium funding to improve educational outcomes for disadvantaged pupils in schools; to 'close the gap'. Evidence shows that disadvantaged children generally face additional challenges in reaching their full potential at school and often do not perform as well as other pupils.

We believe it is important that we consider the context of the school and the challenges faced by our pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential.

The barriers to learning might be related to one or more of the following factors:

- attendance and punctuality
- low levels of aspiration
- weak language and communication skills
- social, emotional and behavioural difficulties
- low confidence and self-esteem
- lack of resources to support home learning
- family conflict and social problems
- a narrow range of experiences and opportunities
- negative peer influences

CWJS leaders, who are best placed to assess their pupils' needs in terms of how to use the funding, will use evidence to inform their decisions. They will consider a tiered approach to pupil premium spending so that there is a balance between the different forms of spending, as follows:

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

The above tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as CWJS's priorities change. It is important to note that a small number of strategies are likely to make the biggest difference rather than creating a longer list of strategies that will each receive less attention.

The following key principles guide our strategy plan:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The statement of Intent was written using 'The EEF Guide to Pupil Premium' (EEF) and the 'Using Pupil Premium: guidance for school leaders' (<https://www.gov.uk>).

Challenges

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

Challenge number	Detail of challenge
1	Removing evidenced SEMH barriers to learning
2	Closing the maths attainment gap between pupils who are disadvantaged in relation to their peers.

3	Closing the writing attainment gap between pupils who are disadvantaged in relation to their peers.
4	Closing the reading attainment gap between pupils who are disadvantaged in relation to their peers.
5	Providing parenting support in relation to attendance and pupil welfare.
6	Challenging behaviour

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
Progress in Reading	KS2 reading outcomes in 2025/2026 demonstrate that pupils achieve national progress scores
Progress in Writing	KS2 writing outcomes in 2025/2026 demonstrate that pupils achieve national progress scores
Progress in Maths	KS2 maths outcomes in 2025/2026 demonstrate that pupils achieve national progress scores
Progress in Phonics	The vast majority of pupils will no longer require phonics intervention.
Improved level of attendance and punctuality	Identified persistent absentees will be reduced.
Pupils are ready to learn and are able to self regulate	Progress shown through SDQ tracking (play therapist) and through behaviour tracking and a reduction in suspensions.

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.

(1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver updated training for all teachers and teaching partners, drawing on the 'Writing Journey' project from the EEF and Gloucester Research School, to support the effective integration of writing strategies into English and theme-based lessons. The aim is to remove barriers to writing and enhance pupil outcomes.	<p>EEF & Gloucester Research School: A two-year project improving KS2/KS3 writing outcomes through data-led workshops and collaborative planning. Early feedback is highly positive.</p> <p>National Challenges: EEF (2024): Highlights low confidence in modelling, limited editing time, and need for explicit planning instruction.</p> <p>DfE (2025): Stresses writing fluency, transcription support, and whole-school writing culture.</p> <p>Removing Barriers: National Literacy Trust (2024): Only 28.7% of pupils enjoy writing; enjoyment boosts creativity and wellbeing.</p> <p>DfE: Effective strategies include structured feedback, authentic writing tasks, and cross-curricular integration.</p> <p>Writing Across the Curriculum: GOV.UK: Writing fluency supports success in all subjects.</p>	3 and 4
Continue screening Year 3 pupils to identify gaps in phonological understanding, using the Little Wandle phonics scheme to strengthen phonics teaching aligned with KS1 provision.	<p>National Phonics Impact EEF reports systematic phonics yields moderate progress (+5 months) at low cost, especially effective for KS2 pupils needing support.</p> <p>Little Wandle Programme DfE-validated SSP scheme offering daily lessons, decodable books, and targeted "Keep Up" sessions to build fluency and close gaps.</p> <p>KS2 Relevance Though designed for KS1, Little Wandle is</p>	3 and 4

	<p>successfully used in Year 2 and Year 3 to support pupils with phonological gaps.</p> <p>Phonological Gaps in Year 3 Research shows phonological awareness predicts reading success; targeted phonics in KS2 improves decoding and fluency.</p> <p>Inclusive Design Little Wandle supports SEND and EAL learners with adaptable resources and assessment-led interventions—ideal for catch-up in Year 3.</p>	
--	--	--

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

Budgeted cost: £ 36,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted catch-up in reading and phonics for pupils below age-related expectations, delivered by teachers and teaching partners.	<p>EEF Toolkit: Phonics interventions can accelerate progress by +5 months, especially when delivered in small groups or one-to-one.</p> <p>DfE Reading Framework: Recommends structured SSP programmes for pupils below age-related expectations, with daily practice and progress tracking.</p> <p>EEF Guidance on Teaching Assistants: Trained TAs delivering structured interventions can add +4 months progress.</p> <p>Ofsted: Emphasises “keep-up” strategies to prevent long-term gaps; fidelity to phonics programmes is essential.</p> <p>DfE SEND Guidance: SSP benefits struggling and SEND pupils with consistent, tailored support.</p>	3 and 4
To deliver tailored support for learners who require alternative approaches to recording and developing their writing across various contexts, such as English and theme-based lessons.	<p>Alternative Recording: Pupils with physical, sensory, or cognitive needs benefit from tools like scribing, voice typing, drawing, and assistive tech (e.g. Clicker).</p> <p>Scaffolding: Sentence starters, visuals, and writing frames support SEND and EAL pupils in accessing writing tasks.</p> <p>DfE Guidance: Teaching should be adapted—not expectations lowered—to ensure all pupils can access writing across subjects.</p>	3 and 4

	<p>Research: Differentiated instruction with modelling, feedback, and vocabulary support improves outcomes.</p>	
Provide in-class targeted maths support for identified pupils to practise key skills and progress towards age-related expectations.	<p>EEF Guidance: Structured maths interventions can significantly improve outcomes, especially when based on assessment and tailored to pupils.</p> <p>DfE Maths Framework: Emphasises progression through core concepts and the importance of fluency, reasoning, and problem-solving across KS1 and KS2.</p> <p>Catch Up® Numeracy</p> <p>This is a one-to-one intervention designed to support pupils who are behind in maths. It focuses on building core numeracy skills through short, regular sessions. Evidence suggests pupils can make double the expected progress, with noticeable improvements in confidence, independence, and engagement in maths lessons.</p>	2

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

Budgeted cost: £ 50,180

Total budgeted cost: £ 101,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint play therapists to deliver targeted support for pupils affected by Adverse Childhood Experiences (ACEs), helping improve their attendance and engagement with learning.	<p>Play Therapy Impact: Case studies show play therapy helps pupils with ACEs overcome emotional barriers to attendance and learning. Techniques like storytelling and child-led play build trust and emotional resilience.</p> <p>DfE Guidance: A whole-school approach to mental health improves attendance, engagement, and academic outcomes. Targeted support, including therapeutic interventions, is recommended for vulnerable pupils.</p> <p>Early therapeutic support for children exposed to trauma reduces long-term mental health risks and improves school engagement.</p> <p>Trauma-informed approaches, including play therapy, help pupils feel safe, regulate emotions, and re-engage with learning.</p> <p>Child-centred play therapy is effective for improving emotional wellbeing, behaviour,</p>	1, 5 & 6

	and academic performance, especially in early years and KS2 settings.	
Establish an Enhanced Provision within the school to support pupils with significant SEMH needs and challenging behaviour, aiming to improve engagement, reduce suspensions, and prevent permanent exclusions through targeted, therapeutic and relational approaches.	<p>Ben Newmark & Tom Rees – Five Principles for Inclusion: Advocate for a shift from deficit-based models to inclusive, relational approaches that recognise every child as capable of success. Their principles—<i>dignity, complexity, connection, and action</i>—emphasise the need for tailored support and systemic change.</p> <p>DfE Guidance: A whole-school approach to mental health improves attendance, engagement, and outcomes. Schools are encouraged to embed targeted SEMH support and relational practices to reduce exclusions.</p> <p>Thrive Approach: Demonstrates how therapeutic and relational strategies help pupils regulate emotions, re-engage with learning, and avoid exclusion.</p>	1, 5 & 6
Continue offering a breakfast club as part of the Early Help Offer to support pupil wellbeing, improve attendance, and promote punctuality.	<p>DfE Guidance (2025): Breakfast clubs improve attendance, punctuality, behaviour, and academic attainment, especially in disadvantaged communities. They are now part of the national wraparound childcare strategy.</p> <p>Measurable improvements in punctuality, concentration, and behaviour among pupils attending breakfast clubs in schools with high deprivation.</p>	1 and 5
Continue providing support with uniform, PE kits, school trips, swimming, and access to daily fruit to promote inclusion, wellbeing, and equal access to enrichment opportunities..	<p>Access to enrichment activities—including trips and swimming—is essential for developing life skills, wellbeing, and engagement. Disadvantaged pupils benefit most when barriers to participation are removed.</p> <p>Schools that subsidise uniform, trips, and enrichment activities report improved attendance, behaviour, and engagement, especially among vulnerable pupils.</p> <p>Ofsted 2025 Framework: Emphasises inclusion and equitable access to enrichment as key inspection priorities. Schools are expected to reduce barriers to participation for all learners.</p>	1 and 5
To create a calming outdoor 'Breathing Space' area designed to support pupils with Social, Emotional and Mental Health (SEMH) needs, acting as a proactive intervention to reduce the risk of suspension or permanent exclusion.	<p>Recent behaviour tracking and pupil voice feedback at Cam Woodfield Junior School indicate a growing need for proactive SEMH support. A designated outdoor 'Breathing Space' will provide a calming, sensory-regulating environment, helping pupils de-escalate before behaviours escalate.</p> <p>Research from Public Health England and the DfE highlights the positive impact of nature-based interventions on mental wellbeing and behaviour. This space is</p>	1, 5 and 6

	expected to reduce incidents leading to suspension or permanent exclusion, particularly among vulnerable groups such as SEND and Pupil Premium pupils.	
--	--	--

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.

KS2 SATs Results. Y6 cohort = 60. The data in the table below is based on 60 pupils:

Subject	National	AS	GDS
Reading	75%	57%	18%
Writing	72%	67%	12%
Maths	74%	52%	15%
RWM	62%	45%	7%
GPS	73%	55%	13%

Out of the 60 pupils in Y6 only 55 pupils sat the SATs in May 2025. The following data is based on the 55 pupils who sat the test:

Subject	National	AS	GDS
Reading	75%	62%	20%
Writing	72%	73%	13%
Maths	74%	56%	16%
RWM	62%	51%	7%
GPS	73%	60%	15%

Phonics

Of the 60 pupils (29% of the school) identified for phonics intervention in September 2024. 92% made sufficient progress to exit support by the end of the academic year. Only 5 pupils (8%) continued with Little Wandle SSP in 2025-2026, evidencing a positive impact of early, targeted intervention.

NESSY 'Reading and Spelling' Programme

In 2024–2025, 30 pupils accessed the NESSY programme to support targeted literacy development, particularly in reading, spelling, and phonics. The intervention focused on pupils with dyslexia or literacy difficulties and formed part of our strategy to close attainment gaps and build learner confidence.

Writing

Continued to embed strategies to support the success of the following: Mighty Writer, Sentence Builder Pack and assisted technology. The implementation of the ‘Writing Journey Project’. During monitoring and moderation across the school, pupils’ books demonstrate clear progress and Y6 SATs writing results was in line with national results for both children achieving age related expectations (73%* 55 pupils) but also children working at the higher standard (13%).

Maths

Outcomes at the end of Year 6 showed an improvement from the previous year, rising to 56% (based on 55 pupils who sat the SATs). While this reflects positive progress, results were still lower than anticipated, indicating that further work is needed in this area. A key focus moving forward is strengthening pupils’ fluency in times table knowledge, which is essential for accurate and efficient number recall when tackling reasoning questions.

Pastoral

Thrive

Thrive Intervention Summary

Four pupils received weekly 1:1 Thrive sessions (30 minutes each) to address gaps in early emotional development. Each pupil was set a target of 30% progress.

- **1 pupil exceeded the target**, achieving 35% progress with two sessions per week.
- **1 pupil met the target** of 30%.
- **2 pupils fell just short**, progressing by 28% and 27%. Both had inconsistent attendance, which significantly impacted progress—particularly for one pupil allocated two sessions weekly.

Starting points:

- **2 pupils began on the ‘Being’ strand** (0–6 months developmental stage).
- **2 pupils began on the ‘Doing’ strand** (6–18 months developmental stage).

This data highlights the positive impact of consistent Thrive support, while also reinforcing the importance of regular attendance to maximise progress.

Play Therapy

9 pupils received external play therapy support and there has been a noticeable difference in their attitudes to school and levels of engagement.

Breakfast Club

6 Pupils registered to attend this provision. Initially all 6 started in the autumn term. Throughout the year only 4 really engaged in regularly attending the club. Both staff and

parents have noticed a positive impact on all four children. They are getting a healthy breakfast and socialising in a calm and positive manner with adults who support them. Attendance has improved for these pupils. One of the pupils has attendance in the region of 95.1 %. Pupils is showing a positive increase in their attendance as the academic year progressed.

Supported Pupils to Access Music Tuition, Trips and Residential

Pupil Premium pupils were supported to access music tuition, educational trips, and residential, ensuring they could fully participate in enriching experiences alongside their peers. These opportunities helped to build confidence, broaden horizons, and support personal development, removing financial barriers that might otherwise limit access.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A