Pupil Premium Strategy Statement Liss Junior School 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Liss Junior School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-24 to 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kay Bowen Executive Headteacher
Pupil premium lead	Al Hutton Deputy Headteacher
Governor / Trustee lead	Zoe Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85090
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	£85090

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at least make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality, inclusive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

We make decisions based upon research conducted by the Education Endowment Foundation (EEF) in order to ensure that the most effective strategies are used and that they provide good value for money.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.The challenges are varied and cannot be described as “one size fits all”.

Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through high quality, inclusive teaching and provision for inclusion.
- For all disadvantaged pupils to meet or exceed national progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level and for them to see themselves as successful learners.
- To foster positive, consistent relationships with children and their families.

We aim to do this through:

- Ensuring that teaching and learning opportunities and assessment meet the needs of all of our pupils.
- Ensuring that high quality provision for inclusion is made for pupils who are disadvantaged.
- Ensuring that planning focuses precisely on what pupils need to learn to rapidly close gaps in learning, provide challenge and ensure mastery.
- Ensuring appropriate support for families so that pupils are enabled to achieve well.

Strategy Plan key principles:

- Consistent, high quality, inclusive teaching and assessment for learning enables all groups of pupils achieve well.
- Appropriately timed and precise interventions.
- Ensure pastoral strategies work in an inter-related way.
- High quality support for families ensures engagement, improves attendance and enables families to work confidently with school.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed oral language skills and vocabulary gaps for many of our disadvantaged pupils. This negatively impacts their learning across the curriculum.
2	Our disadvantaged pupils often have greater difficulty with phonics than their non-disadvantaged peers. This negatively impacts their development as readers.
3	Assessments indicate that some of our disadvantaged pupils' attainment in writing and maths is significantly below that of their non-disadvantaged peers.
4	Assessments and observations have identified social and emotional needs for some of our disadvantaged pupils. National studies have found that these pupils have been impacted to a greater extent than their peers during the closures. This negatively impacts their learning across the curriculum.
5	A number of our families living with disadvantage require support with parenting, providing enrichment and supporting their children with learning.
6	It has been identified that a number of our disadvantaged families are unable to sign their children up for extra-curricular and residential opportunities due to financial constraints. The cultural capital that these opportunities provide for the children is essential for their all-round development.
7	Attendance monitoring shows that our children in the PP group are 2% on average lower attendance than non PP children

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
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessment and observation indicate significantly improved oral language among

	disadvantaged pupils. This is triangulated with evidence including engagement in lessons and book scrutiny.
Improved attainment in reading and writing.	KS2 reading and writing outcomes in 25/26 show that all pupils make good progress from their starting points and 75% of non-SEND disadvantaged pupils meet the expected standard.
Improved progress and attainment in maths.	KS2 maths outcomes in 25/26 show that all pupils make good progress from their starting points and 80% of non-SEND disadvantaged pupils meet the expected standard.
Achieve and sustain all disadvantaged pupils identifying as successful learners with strategies for learning and dealing with challenges.	Qualitative data indicate that pupils are supported to successfully participate in learning. Few behavioural incidents recorded.
Improve and sustain parental support for children's learning at home.	Qualitative data from parent meetings and home school link worker reports show parents feel more confident and informed with supporting their child with their education.
Improved attendance	Average attendance for all PP children will be above 93%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20090

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for high quality, inclusive teaching.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4
Enhancement of our English teaching and curriculum planning. We will fund teacher release time to work alongside experienced English leader to develop practice.	The National Literacy Trust Primary Literacy Research and Policy Guide shares recent research and policy developments on the benefits of creating a school writing culture and writing curriculum to develop skills to support the writing process.	2
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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional	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): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4

development and training for staff.		
Pupil progress meetings held after each Data Drop throughout the year (3 times) using spiral of enquiry and venn diagrams support discussions [PP children a key group for discussion - academic & pastoral progress].	Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted.	2, 3, 4
Staff training on the various AFL mechanisms to be used in English and Maths.	The EEF reports the high impact of AfL based on extensive evidence. High-quality teaching is essential to achieving the best outcomes for all pupils, particularly those most disadvantaged.	1, 2, 3, 4

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

Budgeted cost: £30,000 from this budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in years 3 and 4. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Additional reading support targeted at disadvantaged pupils who require further support through Lexia.	High quality structured interventions should be used to support pupils who are struggling with literacy. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2

Additional maths support targeted at disadvantaged pupils who require further support.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3
Under the direction of the teacher, LSAs/HLTAs to provide targeted support (in line with the spiral of enquiry) across the year group to lessen academic gaps.	This support is precise and allows for specific teaching of to address gaps enabling this group of children to both catch up and keep up.	2,3,4

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff training on restorative practice and behaviour management.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4,5
ELSA support for some pupils in addition to class-based Social and Emotional Learning.	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): EEF SEL Guidance	3,4
Parent Support Advisor to provide sustained and intensive support where needed.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3,4,5

Holiday Club to provide additional experiences for pupils.	We try to ensure that our disadvantaged pupils all have access to high quality holiday activity to provide enrichment for our pupils and to support our families during holidays.	4
Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary.	In order to learn children, need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness. Our parent support advisor will work with families to support the attendance of their children.	7

Total budgeted cost: £85090

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 2024-25 academic year.

Of 55 PP children, 21 children additionally had SEND.

2024-25 PP Outcomes				
	Reading	**Writing**	**Maths**	**Combined**
Year 3 14 chn	67% EXP 8% GDS	42% EXP 8% GDS	50% EXP 8% GDS	42% EXP 8% GDS
Year 4 14 chn	64%EXP 0 % GDS	55% EXP 0% GDS	55% EXP 0% GDS	55% EXP 0% GDS
Year 5 21 chn	48%EXP 10% GDS	56% EXP 5% GDS	61% EXP 10% GDS	48% EXP 5% GDS
Year 6 10 chn	50%EXP 10% GDS	40% EXP 6% GDS	40% EXP 5% GDS	30% EXP 5% GDS

Average attendance of PP children: 92.26%, up from 91.6% prev yr.

Externally provided programmes

Programme	Provider
Commando Joe	CM Sports