



Great Moor Junior School

"Learning Together"

Respect, Kindness, Tolerance, Responsibility, Co-operation

Pupil Premium Strategy Statement 2026

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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Great Moor Junior School
Number of pupils in school	311
Proportion (%) of Pupil Premium eligible pupils	12% (38 children)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Kate Bushaway
Pupil Premium lead	Jane Ijima
Governor / Trustee lead	Emma Barlow

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£64,190
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year academic year	£64,190

Part A: Pupil Premium strategy plan

Statement of intent

At Great Moor Junior School we have high expectations for all pupils in our school, and believe that with high-quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Great Moor Junior School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a "passion for learning" and acquire skills and abilities commensurate with fulfilling their potential.

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by Pupil Premium/disadvantaged children. More than half of Pupil Premium children are also identified as having SEND (55%). Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 and school closures has meant that this gap has widened for a number of PP children.
2	The high percentage of very low attaining Pupil Premium children coming up from KS1.
3	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Children have emotional or well-being needs.
4	Lower attendance rates of persistent absenteeism of PP/disadvantaged compared to rest of school.
5	Lack of enrichment experiences outside of the classroom Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc.).

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
Disadvantaged pupils make at least expected progress from their individual starting points in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.	• Most children making expected progress from our baseline assessments • AR Data: PP Children At/Above benchmark • Those pupils who have 'fallen behind' are supported and tracked closely to

	ensure they make accelerated progress and catch-up or exceed prior attainment standards. • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. • Monitoring shows that lessons are taught with quality teaching and good learning outcomes. • Teachers are provided with professional development which enables them to continue to improve quality first teaching.
The language deficit for student in receipt of Pupil Premium funding is diminished. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. The vocabulary gap is ameliorated for children in receipt of PP funding.	• Speech and Language specialist advice in school results in increased ability in staff to support children with additional speech needs. • All pupils are exposed to rich vocabulary throughout the curriculum. • The school Words of the Day practices are followed to build vocabulary. • The DEAR (Decode, Explore, Apply, Re-use) system is used throughout the curriculum to teach and reinforce new vocabulary. • Children are reading regularly from a range of high-quality texts at the right level for them.

	• AR sessions and individual reading happen regularly (daily) for 20 minutes. Children regularly read to and practise reading with adults. • Oracy and the development of spoken language are a focus in lessons. • Discussions with the children, displays and the breadth of reading in Reading Records show the school's love of books and our reading culture. • Children are regularly read to from the aspirational class text with regular vocabulary discussions. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics (Year 3) and reading.
All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. Pupil's social and emotional wellbeing needs are targeted and support is effective	• Children know and understand the meaning of our School Values and the Secrets of Success. Children use the Zones of Regulation to reflect and develop their behaviour. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Children are motivated and able to achieve the foci on the Recognition boards in the classrooms. • Monitoring tasks, such as learning walks and discussions with children show that they have appropriate-aged self-organisation and are being encouraged to be independent by all staff. • Children have a wide variety of jobs and responsibilities that they can undertake to build these skills.

	• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • All staff take opportunities within the school day to highlight and develop these learning behaviours. • Pastoral Manager/TAs to provide support for children with problems, which are creating barriers to learning. • Comprehensive course of PSHE • Children check-in every day and staff monitor and take prompt action for children who self-identify or select the Blue Zone on lolly sticks/bags etc. Rewards and certificates to encourage and motivate.
All disadvantaged pupils will meet national expectations for attendance and persistent absence.	• Disadvantaged pupils match or exceed national averages for non-disadvantaged pupils (2024-24 National average absence % for Non-Disadvantaged = 6.9%) • Monitoring of attendance by Headteacher and Support from Learning Mentor brings about an increase in PP pupils' attendance and a decrease in persistent absence.
Disadvantaged children have access to a full range of provision at school including sporting and enrichment activities.	• Our broad and balanced curriculum will provide pupils with a comprehensive, interesting and varied curriculum and learning experiences. • Teachers and support staff will plan a range of visits, WOW events and experiences to inspire and enhance learning and make it memorable. • Children will have access to a range of social, cultural, enrichment and sporting experiences within and outside of the school day. • All children have access to Times Tables Rock Stars at home. • All children have access to Accelerated Reader or Star Early Literacy in school.

	• Children are given daily opportunities to change their home reading and/or regular opportunities to change their school library book. • Year group book shelves and the library are well-stocked and have a good selection of books. • Home learning (when necessary) follows the core curriculum in school and children will be provided with the resources necessary (electronic devices, training, support etc.) to enable them to participate.
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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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Delivery Subject-leader prep for staff meetings to develop T&L/QFT Speakers (SEN, Inclusion etc.)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Reading Comprehension= + 6 Months Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Writing Composition= + 6 Months Evidence from Education Endowment Foundation: Putting Evidence to Work-A School's Guide to Implementation	1, 2,
CPD Engagement	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	ALL
ECT Mentoring and CPD	Evidence from Education Endowment Foundation: Effective Professional Development	1, (2)

Role of Pupil Premium lead Subject Leadership Time (cost of cover)	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	ALL
Phonics CPD	On-going Phonics CPD and delivery on Sounds-Write SSP. This will also enable more consistent interventions.	1

Targeted academic support

Budgeted cost: £51,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) provided by TAs and Teachers. (Class teachers are released for one lesson per week to carry this out.)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months 2 days of teacher to cover classes plus preparation time	1, 2, 3, 5 1, 2, 3, 5
Small group Tuition	20 hours HLTA	
Pastoral support and individual and group tuition in reading, writing and maths in class and withdrawal – HLTAs 20 hours 4x5hours (one in each year group).		

Wider strategies

Budgeted cost: £9,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on School Values, Secrets of Success, Zones of Regulation, One Page Profiles	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Metacognition and Self-Regulation = + 7 Months	1, 3
Subsidised educational visits and visitors to school	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 2, 3 and 5
On-going investment in books and awards and prizes for reading (AR), TTRS, Attendance	EEF Improving Literacy and KS2 (Develop Pupil's Language Capacity to support their reading and writing, Develop fluent Reading Capabilities)	1, 2 TTRS, Attendance
Pastoral Manager support for children with social and emotional needs, which are creating barriers to learning.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1, 4 and 5
School uniform and equipment		3 and 5
Subsidise attendance at out of school activity clubs	Evidence from Education Endowment Foundation – Physical Activity	3 and 5
Purchase of new materials to aid progress across the curriculum IPads/Chromebooks AR	AR enables us to motivate and monitor and record how much students are reading and the level at which they are reading (and track progress over time). Data from the AR programme is also used to identify whether students are still in need of the other specific literacy interventions listed. AR: Evidence from Education Endowment Foundation – Research Results= + 3 Months	1, 2, 5

Total budgeted cost: £64,190

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.

Attainment SATs 2026			
	Pupils eligible for PP in our school who achieved the national standard in SATs 2026	National average of pupils eligible for PP who achieved the national standard in SATs 2025 (awaiting 2026)	National average of pupils who achieved the national standard in SATs 2026
Percentage achieving combined National standard in reading, writing and maths	67%	47.5%	63%
Percentage working at expected standard plus in reading	67%	63%	75%
Percentage working at expected standard plus in writing	33%	59%	73%
Percentage working at expected standard plus in maths	78%	61%	75%
Percentage working at expected standard plus in grammar	78%		74%

Attainment July 2026 (whole school)		
	Pupils eligible for PP in our school who are working at the expected standard or above	National average of pupils eligible for PP who achieved the national standard in SATs 2025 (<i>awaiting 2026</i>)
Percentage working at expected standard plus in reading	45% (17/38 pupils)	63%
Percentage working at expected standard plus in writing	26% (10/38 pupils)	59%
Percentage working at expected standard plus in maths	45% (17/38 pupils)	61%
Percentage working at expected standard plus in grammar	36% (13/38pupils)	

- This academic year (from September 2026 to the current time), there have been 27 improvements in grades for PP children (either from E to M or M to X). There have been 7 increases to X this year. For the last three years the PP cohorts have been very low attaining, so this progress is good and evidences that gaps are closing. M+ averages across English and Maths have increased since September 2025.
- As evidenced in schools across the country, school closure was most detrimental to disadvantaged pupils, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended. This is particularly extreme in the Year 5-6 cohorts as there was no teaching in Early years/KS1 during this time so children had large gaps.
- For the last three years, our quality-first teaching and intervention strategies to keep/catch-up children have resulted in our Year 6 PP children exceeding SATs national expectations for non-pupil premium children in all subjects and combined. This year, our disadvantaged children have again surpassed the national standard for non-disadvantaged children in Maths and Grammar and also Reading, Writing and Maths Combined.
- In September 2026 there are a very high percentage of low attaining Pupil Premium children coming up from KS1. This has been the case for the last 3 years.

- In 2024-2025, the national absence rate for non-disadvantaged children was 6.9%. At Great Moor, our absence rate for disadvantaged children was better at 5.01%
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still significantly impacted due to COVID-19 deprivations and other issues. The impact is particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. 12 PP children have so far benefitted from one-to-one blocks of pastoral support this academic year with the pastoral manager. All PP children benefit from the option of talking to the pastoral manager (as well as teachers and support staff) when required. These are often activated through the "Time to Talk" box or Zones boxes. Children report that they feel happy and safe in school and know who they can talk to.
- A wide range of strategies are used to monitor and improve outcomes for Pupil Premium children such as learning walks, observations, work scrutinies, pupil voice, data analysis and progress meetings.
- Assessment data is collected termly so that progress can be monitored regularly. Specific learning points for PP children are drawn out and focused on in PP sessions or classwork which means that misconceptions are addressed.
- Teaching staff attend pupil progress meetings each term where the progress of individual children is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions/support are monitored and adapted or changed if they are not working.
- A designated member of the SLT maintains an overview of Pupil Premium spending.
- A governor holds responsibility for Pupil Premium.

Accelerated Reader

In Accelerated Reader the average improvement in reading age for Pupil Premium children was 10 months across the school. Children are keeping up with (and often surpassing) their chronological age and their non-disadvantaged peers.