

Pupil premium strategy statement

Consett 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	24-25	25-26
Number of pupils in school	233	227
Proportion (%) of pupil premium eligible pupils	33% (77 children)	34% (77 Children)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 – 2027	
Date this statement was published	Dec 2024	Dec 2025
Date on which it will be reviewed	Dec 2025	Dec 2026
Statement authorised by	Paul Dixon – Headteacher	
Pupil premium lead	Paul Dixon	
Governor	Gemma Cornes	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 135,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 135,740

Part A: Pupil premium strategy plan

Statement of intent

The common barriers to learning for disadvantaged children at Consett Junior school can be, less support at home, weaker language and communication skills, lack of confidence and resilience and on occasion some behavioural issues. The challenges are varying and there is no 'one size fits all'.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To allow all our disadvantaged pupils in school to make or exceed at nationally expected rates.
- To support our children's health and wellbeing to enable them access learning and support at appropriate levels.

We aim to do this by:

High Quality teaching -

- Ensure high quality first teaching, that meets the needs of all pupils.
- Ensure staff have access to appropriate Professional Development.
- Retention of teaching and support staff
- Appropriate use of technology to support high quality delivery.

Targeted academic support –

- One to one, small group support
- Targeted interventions to support language development, literacy and numeracy.
- Teaching assistant deployment and interventions.

Wider strategies –

- Supporting pupils' social, emotional and behavioural needs.
- Supporting attendance
- Extra-curricular activities
- Breakfast and afterschool activities

Challenges

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

Challenge number	Detail of challenge
1	Low emotional resilience and well-being of pupils eligible for Pupil premium. This can affect their ability to concentrate on academic activities, especially when working independently.
2	Low Attendance rates for some Pupil Premium children, impacting on their rates of progress.
3	Less engagement in supporting children to read, helping increase vocabulary.
4	Gaps in learning between disadvantaged and non-disadvantaged children in R, W and M.
5	Some disadvantaged children do not have the additional opportunities afforded to them compared with their peers.

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 emotional resilience for all pupils through use of school support, pupils access Drawing and Talking therapy or additional support from the school counsellor.</i>	Feedback from parents, class teacher and pupils. Monitored through discussion and learning walks.
Improve the number of disadvantage children whose attendance is causing concern and below 95%	Children who are disadvantage sees an improved level of attendance
Provide increased opportunities in school to support and enthuse a love of reading and widen vocabulary.	The outcomes at the end of the academic year in reading for all pupils improves
Provide children with high quality teaching and feedback in smaller groups to ensure progress in lessons. Pupils have access to focused interventions in all subjects delivered by experienced teachers and TAs.	A higher proportion of disadvantage children meet the expected levels of attainment.
Ensure disadvantaged pupils receive a broad and balanced curriculum with opportunities in school and in the extended day.	Disadvantaged pupils have access to all learning opportunities, both inside and outside of the classroom. They have access to both breakfast and after school clubs.

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: £ 80'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional 2.5 FTE Teaching Assistants to deliver interventions across the school.</i>	EEF Toolkit – Small group interventions Additional classroom support of disadvantaged children – small group support Look to develop bespoke Mathematics intervention.	1, 4
<i>CPD to support Quality first teaching. Purchasing of National College subscription. Developing a coaching model to help develop teaching</i>	Money allocated for quality CPD and of purchasing National College training courses.	4

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

Budgeted cost: £25,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated Reader – support reading across the curriculum and developing reading for pleasure.</i>	EEF Toolkit – To support home reading and reading for pleasure. AR also allows us to monitor closely groups of children – focusing on PP and the lowest 20% of readers.	3, 4
<i>Phonic intervention for those children who need additional support. Little Wandle</i>	EEF Toolkit Staff have 1:1 and 1:2 interventions to deliver phonic awareness and support – delivery of precision teaching.	1, 2, 3, 4

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of all disadvantaged children to access Brass Tuition.</i>	EEF Toolkit – Art Participation	2, 5
<i>Support children who require additional wellbeing support by providing a counsellor for 1 day per week for the whole academic year.</i> <i>Internal counselling led by staff trained in Drawing and Talking</i>	EEF Toolkit – Social and Emotional Some children have external barriers to learning and this is being addressed by the support from internal and/or external counselling.	1
<i>Provide Breakfast and after school provision for all disadvantage children</i>	EEF Toolkit – Social and Emotional Free breakfast club has proven successful over time in raising the attendance of those disadvantage children who were a cause for concern.	1, 2, 5
<i>Support payment for activities, educational visits and residentials</i>	EEF Toolkit – Social and Emotional Ensure all children have firsthand experience of opportunities to learn outside the classroom.	1, 2, 5

Total budgeted cost: £ 122990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Comparison of All children to Pupil Premium – Teacher Assessment

	All Pupils (60 children)		Pupil Premium (16 Children)	
	<i>Expected</i>	<i>HS/GLD</i>	<i>Expected</i>	<i>HS/GLD</i>
<i>Reading</i>	70%	38%	59%	24%
<i>Writing</i>	87%	13%	70%	6%
<i>Maths</i>	73%	32%	58%	18%
<i>GPS</i>	75%	33%	59%	29%
<i>RWM</i>	67%	7%	56.3	6.3

Although lower than all pupils the 16 children who are classified under the disadvantage category have done very well, especially in attaining the Higher standard in Reading and GPS. We continue to strive to support those children who haven't yet reached the standard required.

Attendance	2024-2025	2025-2026 (Autumn Term)
Whole School	95.47%	95.2%
PP	92.7%	93.2%

The Attendance gap has closed between Disadvantaged children and the whole school. The systems in place monitor these children and support is swiftly given to those who require it. Attendance is a regular discussion point of our SLT Meetings.

