

Pupil premium strategy statement – Black Combe 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	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2027
Date this statement was published	11 th November 2025
Date on which it will be reviewed	11 th November 2026
Statement authorised by	Catherine Dennison
Pupil premium lead	Ben Yates
Governor / Trustee lead	Darren Foote

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43120

Part A: Pupil premium strategy plan

Statement of intent

- With this strategy we are aiming to ensure all our pupils at Black Combe Junior have access equal access to learning opportunities, enrichment activities and personal development regardless of their socio-economic backgrounds.
- We aim to ensure this strategy is aligned with our wider school improvement priorities and that staff are clear about their role in delivering this strategy.
- Our strategy aims to ensure we have secure understand of our pupils' needs in our current cohorts and that we use the best available evidence to inform our approaches to addressing theses, including using assessments rather than using assumptions.
- High-quality teaching and learning experiences are at the heart of our approach, with foci on enrichment opportunities, good attendance and being ready to learn.
- Our unique geographical location which results in an isolated community means some of our pupils lack the opportunity to see beyond the local area, miss out on enrichment activities and lack cultural experiences. Our strategy aims to expand pupils' horizons, provide enriching activities and increase their cultural capital
- Our overall intention is that all pupils, irrespective of their background or the challenges they face, are prepared for the next stage in their education by making good progress and having developed good learning behaviours. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including ensuring progress for those who are already making good progress.

Challenges

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

Challenge number	Detail of challenge
1	Year on year a high percentage of our pupils, including our disadvantaged pupils, arrive working at significantly below age related expectations in reading, writing and maths. This is evidence through by internal assessment data and national statutory assessment data. This is especially evident in our current Year 3 and 4 cohorts.
2	Data from the 'My Happy Mind' surveys show a high percentage of disadvantaged pupils arrive with social, emotional and mental health needs

	which can present barriers to their learning meaning they do not make intend progress.
3	Whilst our attendance and punctuality have improved, we still face ongoing issue with persistent absences, a high percentage of disadvantaged pupils are persistent absentees.
4	Observations from lessons visits highlight an issue with some disadvantaged children not being ready to learn. They lack understanding of what it means to be an active learner, struggling to maintain attention and focus in lessons, being unable to listen to their peers, lack stamina to complete learning task, or give up easily when they face adversity.

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
Narrowed the attainment, progress and experience gap between disadvantaged and non-disadvantaged children in reading, writing and maths.	End of KS2 data will show a greater percentage of pupils achieving age-related expectations in reading, writing and maths.
To ensure our pupils social, emotional and mental health needs are being met which will reduce the number of barriers they face towards their learning.	Surveys completed via the 'My Happy Mind' programme will show that a higher percentage of our pupils can understand their emotions better and able to deal with setbacks.
Improved the attendance data of our persistence absentees.	Our persistence absentee attendance percentage will be inline with national averages or above
Pupils to become active learners and display good learning behaviours.	- Teachers will report increase participation in lessons. - Pupils will show improved focus and independence in lessons. - Pupils show increased attainment via standardised assessments. - A greater percentage of pupils will be able to effectively work collaboratively.

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: £43120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduction in class sizes means we have the ability to support all the needs within our different classes / cohorts.	EEF: Teaching Toolkit - Reducing Class Size, October 2025	1, 2 ,4
Retention of teaching assistant means we can offer targeted deployment where teaching assistant interventions to small groups on or individuals	EEF: Teaching Toolkit - Teaching Assistant Interventions, June 2021 EEF: Improving Mathematics in KS2 & 3: Recommendation 7: Use structured intervention to provide additional support. EEF: Improving Literacy KS2 Guidance Report: Recommendation 6 & 7: Accurately diagnosing pupils needs and providing structured targeted intervention alongside whole class teaching assistants.	1, 2, 3, 4
Provide CPD to ensure all staff understand the of learning behaviours and the importance of improving these within our school.	Ellis, S. and Tod, J. (2018) 'Behaviour for Learning: Promoting Positive Relationships in the Classroom', Routledge. EEF Blog: Five-a-day - achieving effective learning behaviours within our classrooms, September 2020	4

Provide CPD to ensure all staff are trained to deliver Read, Write, Inc. Teaching strategies are used to ensure pupils at the early stages of learning to read receive appropriate support to improve their reading meaning they read with confidence and fluency.	EEF: Teaching Toolkit - Read, Write Inc. Phonics and Fresh Start - Trail, October 2022 Great Teaching Toolkit - to be implemented in January 2026	1
Provide CPD to ensure all staff are trained to deliver 'My Happy Mind Programme' ensuring pupils building mental health resilience, self-esteem, and confidence through lessons on understanding their brains and emotions, managing stress, and developing positive relationships.	My Happy Mind - Real World Validation, University of Chester, 2024	3, 4

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Read Write Inc Interventions to support pupils at the early stages of reading by trained teaching assistants. Use Read, Write Inc strategies across all classrooms to support our pupils those pupils who are at the early stages of reading.	EEF: Teaching Toolkit - Read, Write Inc. Phonics and Fresh Start - Trail, October 2022 EEF: Improving Literacy KS2 Guidance Report: Recommendation 6 & 7: Accurately diagnosing pupils needs and providing structured targeted intervention alongside whole class teaching assistants.	1

Delivery of Mastering Number Sessions to support pupils at the early stages of reading by trained teaching assistants. Use Read, Write Inc strategies across all classrooms to support our pupils those pupils who are at the early stages of reading.	'Taking the ceiling off learning' with Mastering Number, NCTEM, March 2025 EEF: Improving Mathematics in KS2 & 3: Recommendation 7: Use structured intervention to provide additional support.	1
Provision of ELSA support for identified in need to help to develop emotional literacy skills.	Emotional Literacy Support Assistant: Evaluation Summary 2023-2024, WELL, Spring 2024	2, 3, 4

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of ELSA support for identified in need to help to develop emotional literacy skills.	Emotional Literacy Support Assistant: Evaluation Summary 2023-2024, WELL, Spring 2024	2, 3, 4
Provision of extracurricular sessions that focuses on teamwork, co-operation, coordination.	EEF 'Improving Behaviour in School Guidance' Recommendation 1: Know and understand your Pupils and their influences	2
Access to 'My Happy Mind Programme' ensuring pupils building mental health resilience, self-esteem, and confidence through lessons on understanding their brains and emotions,	My Happy Mind - Real World Validation, University of Chester, 2024	

managing stress, and developing positive relationships.		
Implementation of Great Teaching Toolkit to provide high quality whole school CPD to impact all areas of the curriculum		

Total budgeted cost: £43120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2024 – 2025				
Outcome 1: To narrow the attainment and experience gap between disadvantaged and non-disadvantaged children. To embed the philosophy of "Keep up not catch up"				
Activity		Impact		
To ensure our curriculum is accessible and inclusive for all pupils. To ensure specific "Locked in Learning" is identified with clear scaffolding and support learning. This has involved reviewing planning documents, learning outcomes and adaptive teaching.		Opportunities for teachers to spend time looking at what they are teaching and how learning activities are linked to the outcomes. Establishment of more specific learning outcomes. Clarity for planning. Teachers to look at their adaptive teaching strategies and share good practice. 1 member of SLT has taken on the responsibility of researching learning behaviours for 2025 – 2026.		
Additional STA / TA support in all classes to facilitate learning and the delivery of interventions.				
Training for STA/TAs for RWI phonics delivery and Mastering Number				
Tracking significant groups in assessment meetings, pupil progress meetings.		A greater understanding of attainment and progress throughout school. Using the data graphs have resulted in more focussed planning and adaptive teaching. The realisation there is a 'gap' between disadvantaged and non-disadvantaged. We need to be identifying the children who need additional support.		
Tracking disadvantaged children engagement in school life beyond the classroom.			Participation of Disadvantaged Pupils	Participation of Non-disadvantaged Pupils
		School Visit London (27/37)	12/13	15/24
		School Visit YMCA (32/48)	15/19	17/29
		After School Clubs (Whole School)	15/32	27/59
		Sports Competitions (Whole School)	28/32	48/59
		School Competitions (Whole School)	30/32	59/59
Outcome 2: For all stakeholders to understand the importance of good attendance at school.				
Activity		Impact		
Parents meeting and communications regarding importance of attendance. Regular communications on WEDUC.		Attendance is high profile. Parents are beginning to understand how attendance data is calculated and the impact a day off can have. We also refer to impact of missed interventions and cost.		
Improved sharing of data in governor's meetings and greater challenge from governors.		Regular agenda item Information shared in HT's report Governor training from local authority. The impact has been a greater understanding and need for accountability		
Regular attendance reviews and meetings with parents. Attendance plans put in place.		Parents understanding the importance of good attendance to improve academic outcomes. Parents understanding that learning is sequenced daily, weekly etc. The plans ensure accountability and have resulted in stronger links due to the positive approach we use. They have also opened conversations about life and challenges at home.		

	Whole School Attendance Data	Persistent Absence Data
2023 - 2024	94.3% (NA 92.9%) +1.4%	17.8% (NA 20%) -3.4%
2024 - 2025 (Aut & Spr)	92.7% (NA 93.4%) +0.7%	23.6% (NA 17.3%) + 6.3%
2025 - 2026 (Current data)		

Outcome 3: Children to receive an exciting curriculum delivered through high quality first teaching. The early identification of need to support learning and close attainment, progress and social gaps.

Activity	Impact
To ensure our curriculum is accessible and inclusive for all pupils. To ensure specific "Locked in Learning" is identified with clear scaffolding and support learning. This has involved reviewing planning documents, learning outcomes and adaptive teaching.	Opportunities for teachers to spend time looking at what they are teaching and how learning activities are linked to the outcomes. Establishment of more specific learning outcomes. Clarity for planning. Teachers to look at their adaptive teaching strategies and share good practice. 1 member of SLT has taken on the responsibility of researching learning behaviours for 2025 - 2026. To be delivered as part of our SIP.
Implementation of our Early Identification of Need document and procedure.	This document and procedures have empowered and supported classroom facing staff to identify need in an efficient and routine way. It provides relevant and important information to SENCO and other professionals as well as offering reassurance to parents and classroom facing staff. Is an excellent start to the paper trail?
Teacher appraisal cycle to focus on the planning and delivery of a challenging and exciting curriculum	Targets set from the Teachers Standards and the EEF guidance reports.

Outcome 4: To provide a highly skilled team of learning support assistants, MDSAs and an ELSA.

Activity	Impact
Additional STA / TA support in all classes to facilitate learning and the delivery of interventions.	Learning and emotional wellbeing is supported. Gaps in learning are quickly identified and leaning supported
Training for STA/TAs for RWI phonics delivery and Mastering Number	
MDSA training - Lunchtime Superheroes	Lunchtimes are running more smoothly. Usual school conflicts are quickly resolved.
ELSA training and supervision - Carley Brockbank	Emotional wellbeing and resilience is supported. Children feel safe and listened to.

Outcome 6: To achieve positive engagement with parents and promote their role within their child's education. Maintain positive relationships with external agencies.

Activity	Impact
A programme of family focussed events to promote coming in to school and meeting with adults from school. Not just teachers and the HT. Eg. Christmas fair, book fair, sports day, VE day celebrations, Remembrance Day, Parents evenings etc	We have really good relationships with parents. Positive engagement with social and fun events - less so with other events like Reading and spelling support.
Certificates, messages home, Shout Out cards, WEDUC messages	Celebrates the successes. Reinforces positive communication
Ensure close links with Family Hub. They attend meetings and support families - EHA, financial advice,	

Outcome 7: To practically ensure children are ready to learn

Activity	Impact
National Breakfast Club bagels	Every child has opportunity to have a bagel before school or at breaktime
Learning Prep Time	This has reduced lesson disruption. Reduced the 'wandering about' and has focussed the learning time.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write, Inc	Oxford University Press
My Happy Mind	
National School Breakfast Programme	Family Action

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils