

Pupil premium strategy statement – Anton 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	243
Proportion (%) of pupil premium eligible pupils	26%
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kerri Culver, Headteacher
Pupil premium lead	Charlotte Duffy
Governor / Trustee lead	Bex Frendo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,155
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£66,155

Part A: Pupil premium strategy plan

Statement of intent

We want the children of Anton Juniors to REACH for their ambitions in life through being Resilient, Empowered, Aspirational, Curious and Honourable.

We have a compassionate approach to engaging children and supporting our families who have experienced vulnerabilities. We understand the impact this has, both academically and emotionally, and all staff understand the important part we play in building the aspirations and ambitions of all our children. Our aim is to ensure that all children who attend our school feel included, valued and that there is a sense of shared agency between the school and our families.

High quality, inclusive teaching is the cornerstone to teaching and learning at our school. This, coupled with a focus on the quality of learning experiences, enables all children to develop a positive learning experience throughout their school career.

In addition to the improvement of academic outcomes of all our children, we endeavour to provide a range of opportunities to our children, who experience vulnerabilities, in order to enhance their lives in many ways. We offer enrichment such as: taking part in sporting events, the Junior Duke award and we have also developed an Eco Team. The implementation of these enriching activities ensures that the lives of children who experience vulnerabilities, both with and without special educational needs, have equal opportunities.

Our approach is responsive to common challenges and individual needs, rooted in robust, regular assessment, not assumptions about the impact of children who experience vulnerabilities. The approaches we have adopted complement each other to help pupils progress and excel academically and emotionally.

To ensure they are effective we will:

- prioritise children's emotional wellbeing to ensure their readiness to learn
- ensure children who experience vulnerabilities are challenged in the bespoke work set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for children who experience vulnerabilities' outcomes and raise expectations of what they can achieve.



Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that mathematics, reading and writing attainment among children who experience vulnerabilities is below that of children who do not experience vulnerabilities.
2	38.1% of our PP children also have multiple SEN needs. 20% of these children have an EHCP.
3	Observations and pupil conferencing indicate that children, who experience vulnerabilities, find it difficult to show active engagement with learning. As a result, levels of resilience towards learning are lower.
4	Monitoring and observations show that parental engagement for families experiencing vulnerabilities is lower than parental engagement from non-disadvantaged families.

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 reading attainment among who experience vulnerabilities.	<p>KS2 reading outcomes in 2025/2026 show that more than 50% of disadvantaged pupils met the expected standard.</p> <p>Teacher assessments, observations and pupil voice will show:</p> <ul style="list-style-type: none"> -More children accessing age-related texts with improved comprehension. -Improved fluency when reading age-related texts. - Improved confidence to read age-related texts. - Those who are on the Little Wandle phonics scheme to be making good progress to close gaps in decoding skills. - A greater reading for pleasure amongst children who experience vulnerabilities.
Improved maths attainment among children who experience vulnerabilities.	<p>KS2 mathematics outcomes in 2025/2026 show that more than 40% of disadvantaged pupils met the expected standard.</p>

	<p>Teacher assessment, summative assessments, observations, pupil conferencing will show:</p> <ul style="list-style-type: none"> -Children’s ability and knowledge of how to use concrete resources to help with their maths learning. -Improved number sense and ability to apply it. -Increased confidence working as mathematicians. -Improved recall and fluency of times tables facts. -Improved arithmetic skills. -Improved problem solving and reasoning skills.
<p>Improved writing attainment among children who experience vulnerabilities.</p>	<p>KS2 writing outcomes in 2025/2026 show that more than 40% of disadvantaged pupils met the expected standard.</p> <p>Teacher assessment, observations, pupil conferencing will show:</p> <ul style="list-style-type: none"> -Improved spelling and handwriting. -Improved sentence structure - Children using more ambitious words orally and in writing, reflecting high-quality language exposure at school. - Children using classroom writing scaffolds (word mats, checklists) independently. - Ability to apply taught skills across subjects, not just in English books.
<p>Increased progress in learning made by children who experience vulnerabilities and have SEND needs.</p>	<p>Teacher judgements, summative assessments, pupil conferencing will show:</p> <ul style="list-style-type: none"> -Children making at least expected and, where needed, accelerated progress in priority areas (e.g., early reading/phonics, writing stamina, number sense). - Pupils increasingly generalising skills into wider subjects. - Pupils using scaffolds independently, with adult support fading over time. -Improved task initiation and completion -Pupils able to articulate their goals.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupils who experience vulnerabilities.</p>	<p>Observations, teacher assessments show:</p> <ul style="list-style-type: none"> - Reduction in logged behaviour incidents. -More pupils settle quickly and sustain attention in lessons. -Fewer incidents of dysregulation or time out of class; quicker repair and return to learning.

	<p>-Pupils increasingly using taught strategies (e.g., breathing, “zones of regulation” tools, break cards) independently.</p> <p>Pupil voice and staff observations will show:</p> <ul style="list-style-type: none"> -Stronger peer relationships and trusting adult connections (identified key adults are used proactively, not only in crisis). -Pupils reporting feeling safe, included, and listened to; bullying/peer conflict reduces and is resolved restoratively.
<p>To build positive relationships with families of children who have experienced vulnerabilities.</p>	<p>Parent surveys will show:</p> <ul style="list-style-type: none"> -Families say they feel listened to, respected and not judged. -Parents/carers can name a trusted adult in school they go to when things are hard. -Conversations are solution-focused (what’s working/next steps), not just problem lists. -Proactive contact with balanced messages. -Communications are clear, accessible (plain English, translations if needed), and timely. -Families know how to get help, what support is available, and what will happen next. <p>Observations will show:</p> <ul style="list-style-type: none"> -Greater parent participation in school events, such as open evenings, parent celebration events.

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: £ 33,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to improve quality of teaching in every classroom.</p> <p><i>INSET Days Staff Workshops ECT training with Senior Leadership Team ECT mentor support Senior Leadership coaching Subject leadership meetings with headteacher HIAS Maths and English advisor visits Coaching and mentoring Hampshire-led courses</i></p>	<p>High quality feedback +6 EFF Training on new feedback and marking policy and how to provide feedback that has high impact on learning outcomes.</p>	1, 2,3
<p>Targeted, high-quality feedback to impact learning by teachers.</p>	<p>Targeted, high-quality feedback to impact learning by teachers. Teachers to spend time in lessons working alongside PP pupils. Studies tend to show high impact on learning of quality feedback to children.</p>	1, 2,3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	1,2, 3
<p>Subject specific non-contact time for subject development and monitoring:</p> <p><i>Knowledge progressions for all subjects ensure that learning is sequenced effectively so that children</i></p>	<p>EEF Teaching for Mastery: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning# Rosenshine's Principles of Instruction: https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p>	1, 2, 3

<p><i>'know more, do more, remember more'</i></p> <p><i>Termly reviews of action plans</i></p> <p><i>Half-termly monitoring (child conferencing, lesson observation, book scrutiny, teacher conferencing) and feedback to teaching staff and senior leaders</i></p> <p><i>Research and subject specific training</i></p> <p><i>Subject updates for all staff</i></p>		
<p>Bespoke CPD for LSAs and Teachers to meet educational needs of pupils specific to AJS</p> <p><i>Support from CAHMS</i></p> <p><i>Staff training from PBS</i></p> <p><i>Staff training from Let's Go</i></p>	<p>External providers and Local Authority expertise with proven impact will ensure specific needs within the school are consistently met.</p>	2,3
<p>Purchase of standardised diagnostic assessments to support the tracking of children working below Age Related Expectations.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1,2
<p>Developing the role of the Pupil Premium lead through the support of network meetings.</p>		1, 2, 3, 4

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

Budgeted cost: £17,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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 Teaching and Learning Toolkit EEF</p>	<p>1,2,3</p>
<p>Additional boosters and sessions outside of school hours to increase times tables fluency – ‘Times tables and toast’.</p>	<p>Extending school time can lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. Extended School Time Teaching and learning toolkit EEF</p>	<p>1,2,3</p>
<p>Additional boosters and sessions outside of school hours to increase reading comprehension and mathematics skills (SATs boosters).</p>	<p>Extending school time can lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. Extended School Time Teaching and learning toolkit EEF</p>	<p>1,2</p>
<p>Support for social and emotional needs ELSA <i>Senior Leadership support for Learning Provision Plan implementation</i></p>	<p>Children learn better and are happier in school when their emotional needs are addressed: https://www.hants.gov.uk/educationandlearning/educationalpsychology/training/elsa#:~:text=It%20was%20designed%20to%20build,young%20people%20in%20their%20care.</p>	<p>3</p>

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

Budgeted cost: £4,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Afterschool enrichment clubs and extra-curricular activities.	Children who are exposed to these have an enhanced knowledge and understanding of the world. Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of a hobby and raise their self-esteem	3
<p>Opportunities for children to develop SMSC education:</p> <p><i>Positive playground initiative implemented and monitored by SLT including play leaders, playground zones and a wide range of play equipment</i></p> <p><i>Sports leaders</i></p> <p><i>School council leaders</i></p>	<p>Evidence suggests that promoting SMSC rises academic attainment and improves life chances for children:</p> <p>https://www.smscqualitymark.org.uk/benefits/</p>	3
Vulnerable children receive 1:1 or small group pastoral care and support when referred, requested or identified from either the Class Teacher, LSA, SENDCo. These will include ELSA, young carers group.	Children with anxiety and medium level mental health needs often fall between class support and CAMHS support so the ELSA / LSA / Nurture etc can provide liaison with parents, teachers and child to address vulnerabilities to aid development in learning, behaviour and social/emotional development.	3
Tailored opportunities for PP families to attend school activities to celebrate their children's learning.	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental Engagement Teaching and learning toolkit EEF</p>	4
Opportunities to offer support to PP parents to assist learning at home.	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental Engagement Teaching and learning toolkit EEF</p>	4

Total budgeted cost: £ 54,500.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The actual outcomes for disadvantaged children at the end of Key Stage 2 are listed below in red compared to the outcome we were working to achieve on our pupil premium strategy:

To ensure children, who are non-SEN but experience vulnerabilities, make substantial progress towards meeting age-related expectations in writing.

71% of children, who are non-SEN but experience vulnerabilities, achieved writing at the end of Key Stage Two in 2025.

To ensure children, who are non-SEN but experience vulnerabilities, make substantial progress towards meeting age-related expectations in mathematics.

43% of children, who are non-SEN but experience vulnerabilities, achieved mathematics at the end of Key Stage Two in 2025.

To build positive relationships with families of children who have experienced vulnerabilities.

The monitoring of registers for our end of learning celebrations, indicates that still a large proportion of parents of PP children are not attending such events in comparison to parents of non-PP children.

Organise activities and resources to meet the specific needs of PP children with SEND.

Observations show that over 85% of PP children with specific needs are accessing their learning within the classroom compared to the previous year, due to resources provided to meet needs.

Observations shows that all parents of PP children who also have SEN needs have engaged with the school during Support and Achievement Plan (SAP) meetings.

Observations from class teachers indicate that children who complete sensory circuits in the morning, come back to class more focused and able to access their learning.

To further support the social, emotional and behavioural needs of identified children using support both in and out of the classroom.

Observations have shown that since introducing our updated behaviour policy, we have seen a positive shift in the behaviour and engagement of our pupil premium cohort. The policy's emphasis on consistency, relational practice, and early intervention has supported greater emotional safety and improved self-regulation, contributing to better learning behaviours and stronger relationships with staff.

Observations indicate that staff feel more equipped and able to engage in co-regulation, due to THRIVE training and CPD from PBS, with children who require it, meaning that more children are remaining in class and accessing their learning.

Provide CPD for ECTs to ensure high quality teaching is achieved.

ECTs and teachers alike have received CPD in many curriculum areas.

All teachers and LSAs have been trained in our chosen Systematic Phonics Programme, Little Wandle. Since this training in the Summer term of 2025, all phonics lessons monitored have showed fidelity to the scheme and have been of a consistently high standard, following the programmes explicit weekly content and using the comprehensive resources and mantras.

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

A range of targeted intervention and support has taken place this year to support disadvantaged pupils. With the introduction of the Little Wandle Scheme, children have been identified and given regular, targeted support with their phonics.

The implementation of regular 'keep up' sessions throughout the week have been introduced to ensure that children stay on track or are 'caught up'.

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

Enrichment: 100% of PP pupils have attended either an in-school club or after-school club in the school year 2024-2025.

Over 75% of PP children have attended an off-site sporting event, representing the school. Observations from school staff noted that confidence had increased in class.

We have supported a number of PP families during the academic year. We have several children accessing free breakfast and after school provision. A number of our PP children have accessed after school clubs. We provide families with Christmas hampers and present hampers. We have also provided food vouchers for other school holidays. We have also offered a 25% reduction of residential prices for PP families.

Next steps

The gap and attainment in reading, writing and maths in KS2 is significant. The school has identified that whilst the strategies, actions and interventions in reading, writing and maths were effective for some, they did not have the intended impact on our pupil premium cohort. We have recognised that this needs to be a focus for the next year of the strategy. Over the next academic year there will be CPD focussing on closing the attainment gap in reading, writing and maths.

As a school, we recognise that parental engagement for some of our pupil premium families is lower than we would like. We aim to strengthen relationships with these families and increase their involvement in school life through more accessible communication, tailored support, and additional opportunities to engage.

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

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.