Pupil Premium Strategy Statement
Banstead Community 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	280
Proportion (%) of pupil premium eligible pupils	20% (57)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Samantha Bowry (Head)
Pupil premium lead	Sam Luck (Deputy Head)
Governor / Trustee lead	David Cullingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,995
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£94,995

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Banstead Community Junior School is that all pupils, particularly our disadvantaged pupils, receive the highest possible quality of education to thrive academically, socially, and personally. Our pupil premium strategy plan is built around the school's core vision of "Developing Lifelong Learners" and ensuring every child flourishes, irrespective of their background.

Our pupil premium strategy uses a tiered approach, focusing on high-quality teaching, targeted academic support, and wider strategies, informed by evidence-based research from sources such as the Education Endowment Foundation (EEF). We use robust diagnostic assessments to identify gaps in knowledge and provide targeted support, such as small group or one-to-one tuition, focusing particularly on core areas like reading, writing, and maths.

We rigorously monitor attendance and persistent absence, working proactively with families to address barriers and provide support where needed. We provide dedicated pastoral support, including ELSA (Emotional Literacy Support Assistant) sessions and a dedicated nurture group. We are also part of the National Nurturing Schools Programme to help our pupils manage emotions, build resilience, and develop positive social skills. This ensures pupils are emotionally ready to learn.

The key principles guiding our strategy are:

- High expectations for all children supported by quality first teaching
- Evidence-informed decisions based on individual needs, not assumptions
- A holistic approach that recognises academic achievement is intertwined with social, emotional, and physical wellbeing
- Collaboration with parents, carers, and external agencies to provide a connected network of support for our most vulnerable families

The plan ensures that financial hardship does not inhibit access to school life, subsidising trips, clubs, and resources to ensure all children can take part in the broad and balanced curriculum and wider school experiences that define our school's ethos.

Challenges

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

Challenge number	Detail of challenge
1	**Lower levels of attendance** Attendance data for the current year shows that 19.3% of disadvantaged pupils have persistent absence (less than 90%) compared with 6.2% of pupils who are not disadvantaged. A further 16% of disadvantages pupils are at risk of persistent absence (90-95%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	**Higher levels of social, emotional or mental health (SEMH) needs** Data from our Boxall Profiles shows that 42% of our disadvantaged pupils have difficulty with SEMH needs and 27% have high levels of difficulty. This is compared to 16% and 7% respectively for their peers. 40% of our disadvantaged pupils are accessing some kind of support for their SEMH needs. This includes ELSA, morning nurture club, lunch club, afternoon "sunshine club" or support, such as counselling, from outside agencies. The heightened SEMH needs are making it more challenging for these pupils to access their learning effectively.
3	**Lower levels of prior attainment (KS1)** Data obtained from Banstead Infant School show that there is already a significant attainment gap in reading, writing and maths when pupils join us in Year 3. At the end of Year 2, 43% of disadvantaged pupils currently in Year 3 achieved expected standard in reading, 43% in writing and 57% in maths, compared with 89%, 83% and 72% respectively for their peers. Disadvantaged pupils are joining us already behind, making timely and effective intervention a priority.
4	**Lower levels of phonological awareness and reading fluency** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. 21% of our disadvantaged pupils are in a phonics or fluency group meaning they are at 1-2 years behind in reading. In our most recent KS2 assessments, only 59% of disadvantaged pupils achieved the expected standard in reading compared with 75% of non-disadvantaged pupils. This negatively impacts disadvantaged pupils to access the full breadth of the curriculum.
5	**Lower levels of proficiency in mathematics** Assessments, observations, and discussions with pupils suggest disadvantaged pupils have less secure foundational skills in maths making it more difficult for them to access the KS2 curriculum. For example, Y4 MTC (multiplication tables check) results for our current Year 6 was 69% v 82% for non-disadvantaged pupils. In our most recent KS2 assessments, only 41% of disadvantaged pupils achieved the expected standard in reading compared with 75% of non-disadvantaged pupils.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To achieve and sustain improved social, emotional, and mental health (SEMH) and wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations as well as improvement in the quantitive data from our Boxall Profiles.
Improved reading attainment among disadvantaged pupils at the end of KS2.	3-year KS2 reading outcomes in 2027/28 show that more than 65% of disadvantaged pupils met the expected standard in line with national averages.
Improved maths attainment for disadvantaged pupils at the end of KS2.	3-year KS2 maths outcomes in 2027/28 show that more than 65% of disadvantaged pupils met the expected standard in line with national averages.
Improved attainment in reading, writing and maths for disadvantaged pupils at the end of KS2.	3-year KS2 RWM combined outcomes in 2027/28 show that more than 50% of disadvantaged pupils met the expected standard in line with national averages.

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.

High Quality Teaching

Budgeted cost: **£47,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Assessment • NTS/GAPS standardised assessments • Boost Insights diagnostic and question level analysis reports • FFT Aspire for target setting and progress tracking • FFT Aspire for foundation curriculum assessment • Training for staff to ensure assessments are administered and interpreted correctly	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	3, 4, 5
2. Phonics • Read Write Inc. Systematic Synthetic Phonics programme • Training for Phonics lead, teachers and support staff • Phonics 'follow on' groups including Freshstart and Project X to build fluency and support transition into whole class reading lessons	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	3, 4
3. Maths	Our Maths strategy is based on the EEF guidance, which is derived from the best available evidence:	3, 5

• White Rose Maths scheme and resources (including workbooks) • White Rose CPD (teaching for mastery) to support teachers in effective pedagogy • Times Tables Rockstars to support times tables fluency	Improving Mathematics in Key Stages 2 and 3	
4. Social and emotional learning • New Jigsaw PHSE curriculum • Training in new scheme for PHSE lead, teachers and support staff. • Boxall Profiles completed throughout the year to identify specific social and emotional learning needs for individual children	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life: Improving_Social_and_Emotional_Learning in Primary Schools | EEF	1, 2, 3
5. Professional development and retention of staff • National College professional development platform available for all staff • Access to funded NPQs with time provided to complete tasks • Time will be allocated for coaching and mentoring for ECTs and where a CPD need has been identified through performance management • A planned programme of INSET training throughout the year (2025/26 focus is on inclusive practice and adaptive teaching)	Professional Development is based on the best available evidence balances building knowledge, motivating teachers and embedding new approaches. EEF-Effective-Professional-Development-Guidance-Report.pdf	2, 3, 4, 5

Targeted academic support

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Strategic deployment of Teaching Assistants • Small group and 1:1 tuition is provided where the need for additional support is identified through assessment • The needs of SEND and disadvantaged children are carefully considered in the deployment of teaching assistants. • Teaching Assistants are trained to provide structured interventions, and time is given to prepare and deliver these effectively.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF Strategic deployment of teaching assistants is important for supporting all pupils as well as for some disadvantaged pupils needing additional targeted support. Deployment of Teaching Assistants | Education Endowment Foundation	3, 4, 5
2. Introduction of a new oracy programme to improve speaking and listening skills for all pupils • New programme to be researched and developed • Staff training on how to deliver these sessions • Impact of oracy to be evaluated and reviewed	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	2, 3, 4

Wider strategies

Budgeted cost: **£22,495**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Emotional Literacy Support Assistants (ELSA) • A key staff member is trained to deliver ELSA sessions with children who need support with SEMH • A second team member is currently being trained to increase capacity and meet demand • ELSA training involves ongoing supervision from an EP	ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists. What is ELSA Intervention? - Elsa Support	1, 2
2. National Nurturing Schools Programme • Whole school approach to nurture as we work towards the prestigious National Nurturing Schools Award • Boxall profiles used to identify needs and priorities • Dedicated nurture group for our most vulnerable pupils	The nurturing approach to learning makes most impact when it's not just an intervention but reaches everyone in a setting. It's an evidence-based approach to improve behaviour and attendance, and boost wellbeing in your school, leading to better attainment and reduced exclusions. What is nurture? The key to inclusive education Nurture Groups - support pupils with social, emotional & behavioural difficulties International Journal of Nurture in Education - nurtureuk	1, 2, 3

3. School pets • School pets including a tortoise and guinea pigs are used to support children with SEMH needs.	Studies suggest that classroom pets may help improve academic performance and social skills in children. Research on Pets in the Classroom	1, 2, 3
4. Subsidies for disadvantaged pupils • Subsidised wraparound care (breakfast and after school) • Subsidised school trips to support educational opportunity and cultural capital • Subsidised extra-curricular clubs to support wellbeing and cultural capital	Funding is provided where family finances are a barrier to children accessing the full range of curricular and extra-curricular opportunities available. Arts participation | EEF Physical activity | EEF Parental engagement | EEF	1, 2, 3
5. Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £94,995

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 data demonstrated that disadvantaged pupils performed less well than both their peers and national averages in maths, less well than their peers but in line with national averages in reading and in line with their peers and above national averages in writing. The combined score is reflective of the weak performance in maths. Attainment in writing, particularly for disadvantaged children, was a whole school priority last year and a key part of the school development plan. This attention and focus has had a positive impact on writing outcomes.

2025 KS2 SATS	Reading	Writing	Maths	RWM combined
BCJS disadvantaged	63%	69%	44%	38%
BCJS non disadvantaged	75%	69%	75%	63%
National disadvantaged	63%	59%	61%	47%

In other year groups, end of year internal summative assessments also showed a persistent attainment gap in the combined RWM score in each year group (29 percentage points in the current Year 3, 15 in Year 4, 12 in Year 5 and 38 in Year 6).

We have also drawn on other school data to assess wider issues impacting disadvantaged pupils' performance, including attendance and wellbeing. This showed that 26% of disadvantaged pupils had persistent absence compared to only 6% of non-disadvantaged pupils. There is also a significant gap in pupils' wellbeing with 42% of our disadvantaged pupils having difficulty with SEMH needs compared to 16% of our non-disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils overall *did not meet* expectations. However, some success was seen in areas where particular focus and attention was placed (in particular writing). We are now, as a new leadership team setting out an improved 3-year strategy to respond to the areas identified for improvement as stated in the Intended Outcomes section above.

Externally provided programmes

Programme	Provider
Phonics	Read Write Inc
Maths Scheme	White Rose
Standardised Assessments	Rising Start/Hachette
FFT Aspire Assessment Analysis	Fisher Family Trust