Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) 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	Tolworth Junior School
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rachel Nye Headteacher
Pupil premium lead	John Morrison Assistant Headteacher
Governor / Trustee lead	Jaime Grant Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£115,140

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider all the challenges faced by vulnerable and disadvantaged pupils, for example, those who are young carers or have an additional learning or behavioral needs. Therefore, the activities that we have outlined in this statement are intended to support these needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that our pupil premium children have greater difficulties with phonics than their peers, which negatively impacts their development as readers and ability to use comprehension strategies effectively. In turn this can negatively affect their development as writers.
3	Assessments and data analysis show that 51% of PP children also have special educational needs. Our SEN children have a variety of needs unique to each child. Observations, discussions with pupils and families and teaching experience and expertise indicate that a differentiated approach is required.
4	Personal experiences can adversely impact children's readiness to learn and self-esteem. Some of our disadvantaged pupils require further support in developing their social, emotional, and behavioural needs (SEL).

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 oral language skills and vocabulary among disadvantaged pupils (Oracy).	Through teacher observations, oral language ability will be monitored. Improvements in oracy skills should positively impact literacy attainment as well as having wider benefits such as improved pupil attitudes, attention and confidence.
Improved progress and attainment made in reading and comprehension skills among disadvantaged pupils.	Assessments and observations should indicate significantly improved reading outcomes among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved progress and attainment made in writing by disadvantages pupils.	Assessment tracking and observations will indicate good or better progress made. Furthermore, observations, formative assessments and discussions with pupils, families and teachers will indicate a positive attitude towards learning.
To achieve and sustain improved wellbeing and learning positively for all pupils in our school, particularly our disadvantaged pupils demonstrated through good progress or better made.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils When triangulated, observations, formative assessments and discussions with pupils, families and teachers will indicate a positive attitude towards learning. Assessment tracking will show good or better progress.

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: £74,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular high quality, formative, and diagnostic assessment: - tracking, monitoring, and reviewing every child's progress included in the appraisal cycle.	Tracking and monitoring has been found to be key, alongside quality first teaching practices, in ensuring pupils make progress and by identifying gaps and next steps. Oneeducation.co.uk/effective-school-improvement-plan/success linked to appraisal process	1,2,3
Quality First Teaching CPD continues to be a focus of the schools Learning communities. The Key principles set out by 'Rosenshine' will continue to be consolidated across the school with an additional focus on improving children's oral language (oracy skills). Learning community CPD will reflect this.	At the heart of any effective pupil, premium strategy is a focus on ensuring that an effect teacher is in front of every class. Key to delivering this is quality CPD for teachers. The school has a cycle of integral training in addition to a key focus, which for this 3-year strategy will be on consolidating practices supporting effective pupil knowledge and skill retention as well as effective teacher modelling and adaptions for various abilities and need. Sherrington, T. (2019) *Rosenshine's Principles in Action* Edcentral.uk/research/memorisation-retention-and-learning Oral language intervention EEF Toolkit	1,2,3,4
Maintain and enhance language-rich environments that broaden pupils' vocabularies through several methods: displaying subject-specific keywords with dual coding, exposing pupils to a diverse range of text types, and leveraging teachers' subject expertise to help pupils acquire, practice, and apply new language effectively.	**Beck and McKeown's research on 'Tiered language':** (Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction)	1,2,3

The promotion of metacognition and self-regulation will be reviewed and adapted as part of PSHE curriculum. The aim of which is to strengthen the already embedded metacognitive approach taught throughout the school.	Strong evidence exists to support the use of metacognitive approaches especially when embedded and used across the curriculum as well as in specific PHSE lessons. Metacognition/self-regulation/Toolkit Strand/EEF Teaching-learning-toolkit/social-and-emotional-learning Rowland, M. (2021) *Addressing Educational Disadvantage in Schools and Colleges*	1,2,3,4
Learning community CPD to concentrate on the effective teaching of writing. Teachers will both share good practise and consider research based strategies outlined in the DFE Writing Framework published in 2025.	The Writing Framework gives simple, practical advice about how to teach writing to pupils across the primary age group. It also sets out the research which underpins the strategies which it recommends. DFE Writing Framework 2025	1,2
Teachers will engage in further consolidating CPD focused on Social and Emotional Learning (SEL) approaches. These strategies will continue to be embedded in the classroom to support pupils' emotional well-being and behaviour.	Social and emotional learning can have a significant positive impact. Both whole-school approaches and targeted interventions aim to enhance pupils' decision-making abilities, interpersonal skills, and emotional self-management. Teaching-learning-toolkit/social-and-emotional-learning	4
High-quality reading comprehension strategies will be further embedded across the school, with daily guided reading sessions designed to enhance learners' understanding of a variety of written texts.	Reading comprehension strategies are proven to have a high impact on pupils' progress, particularly when implemented alongside other approaches outlined in this statement. teaching-learning-toolkit/reading-comprehension-strategies	1,2,4
Continue to develop and share good practise in the use of ELS and Spelling Shed programmes.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2,3

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

Budgeted cost: £23,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils to receive targeted phonics and reading (comprehension) intervention not matter what their ability to ensure they continue to make good progress.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Evidence also shows that a combination of approaches that include phonics, reading comprehension and dialogic activities will benefit the progress of under attaining readers. Phonics | Toolkit Strand | Education Endowment Foundation | EEF Comprehension strategies-teaching-learning-toolkit-EEF	2,3
SEND children access regular targeted intervention in and out of class for writing and their progress tracked by class teachers.	Well-considered and closely monitored teaching assistant intervention has good evidence to support its effectiveness in closing attainment gaps. Teaching-learning-toolkit/teaching-assistant-interventions/EEF	3
Using in-school expertise to facilitate small group tutoring provided.	There is good evidence showing that, when given to accurately identified pupils, with carefully identified learning gaps, one to one tuition can be extremely effective. Teaching-learning-toolkit/one-to-one-tuition/EEF	1,2,3
Regular social skills, nurture support and ELSA interventions put in place to further support existing SEL learning in class.	There is good evidence showing social skills support and SEL learning greatly benefits children's well-being. Resulting in emotions that are more balanced and a consistent readiness to learn. Teaching-learning-toolkit/social-and-emotional-learning	3,4

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

Budgeted cost: £ *17,271*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Children and Families Co-ordinator, in place full time.	This key role has a positive impact on pupil's attitudes to learning, attendance, behaviour and parental engagement, due to the improved communication between families and the school, which it facilitates. This safeguarding role also provides a gateway (sign posting) for parents and children to important support services available in our local authority.	1,2,3,4
Wild School units held in our outdoor conservation area and designed to foster self-esteem, creativity, confidence, and independence.	This form of outdoor education promotes inclusivity while enhancing mental well-being, self-esteem, collaboration, confidence, and independence. Additionally, it contributes to the cultural capital of pupils. While academic evidence is still emerging, the growing adoption of outdoor learning and positive endorsements from teachers, pupils, and parents highlight its clear benefits.	1,4
Ensuring disadvantaged pupils are able to access activities, which will expand their cultural capital. For example, funded places at after-school clubs, lunchtime free clubs and signposting-disadvantaged families to free holiday clubs such as the 'Fuel' scheme.	Although not necessarily influencing academic attainment, there is good evidence that this strategy is very beneficial to children's physical and mental well-being. It can positively affect attendance and attitudes to learning. Teaching-learning-toolkit/physical-activity/EEF Teaching-learning-toolkit/arts-participation/EEF	4

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.

The review of last year's pupil premium strategy reflects many strengths, although a continued focus on these areas is required in order to maintain improvements. We have therefore refined the approaches outlined below for the new three-year strategic cycle.

Intended outcome 1: Improved oral language skills and vocabulary among disadvantaged pupils.

Developing pupils' spoken language and vocabulary remains a central focus within the junior school and is closely linked to the priorities in our School Development Plan. This year's review shows that progress has continued, with teacher observations and assessment data indicating steady improvement. Identifying pupils who would benefit from targeted vocabulary support and delivering focused interventions has proven particularly beneficial. In addition, whole-school efforts—such as promoting vocabulary-rich classrooms and embedding consistent use of subject-specific terminology—have strengthened pupils' language development. Although the advances made have been significant, enhancing language and vocabulary will continue to be a key area of emphasis.

Intended outcome 2: Improved progress and attainment made in reading, writing and maths by PPG children who are also on the SEND/EAL register.

Assessment outcomes indicate that pupils eligible for PPG who are also identified as SEND or EAL have continued to show improved progress by the end of Key Stage 2. Most of these pupils have made good or accelerated progress, demonstrating that the strategies put in place by school leaders, combined with the skill of our teaching staff, are having a positive impact.

Attainment figures also show an encouraging rise in the proportion of PPG pupils with SEND or EAL who are meeting expected standards, particularly in SPAG, reading, and maths. This suggests that the systems introduced over recent years are working effectively. As we move into the next strategy cycle, we will maintain momentum by focusing more closely on spelling and writing—both of which are priorities identified within our School Development Plan.

Intended outcome 3: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Our work to enhance pupils' wellbeing—especially that of disadvantaged learners—continues to yield positive results. The PSHE curriculum remains a key driver in promoting student wellbeing, while our ELSA-trained staff have provided targeted emotional support and personalised resources for pupils who require extra help. Communication between the school and families has remained strong, supported effectively by our Children and Families Co-ordinator. This partnership approach has enabled us to guide parents towards external support services where needed, including parenting programmes and the 'FUEL' holiday scheme. These collective efforts have supported both pupils and their families, creating a strong framework for sustaining wellbeing into the future.

Intended outcome 4: Children accessing learning positively in class, demonstrated through good progress or better made.

Monitoring through teacher assessments, leadership and governor observations, and pupil voice demonstrates that PPG pupils continue to engage positively in lessons. Learning behaviours are consistently

strong and show improvement as pupils move through the school, supported by our well-embedded met-acognitive teaching approach. Through our learning communities, staff in the juniors have maintained a focus on Rosenshine's principles, with feedback suggesting that this helps pupils understand how new learning builds on what they already know, enabling them to participate more effectively. Teachers' strong understanding of their pupils allows them to make purposeful adaptations in lessons, ensuring progress for all learners. In addition, effective communication between staff, parents, school leaders, and our Children and Families Co-ordinator has been instrumental in supporting this positive trajectory. Due to the success of metacognitive teaching approaches we plan to include new CPD to support newer members of staff and in order to share effective practice going forward.