



Pupil Premium Report for Blue Coat C. E. (A) Junior School 2025-26

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blue Coat C E Junior School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	52% (national 25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anthony Orlik
Pupil premium lead	David Matthews
Governor / Trustee lead	Anita Edwards

Number of disadvantaged pupils = 52% = 191/366	Number of disadvantaged pupils with SEND = 22%	Number of disadvantaged pupils with EAL 54% = 103/191
Year 3 – 48 children of 97 (49%)	Year 3 - 12 children of 48 (25%)	Year 3 - 21 children of 48 (43%)
Year 4 - 50 children of 90 (55%)	Year 4 - 13 children of 50 (26%)	Year 4 - 26 children of 50 (52%)
Year 5 - 43 children of 90 (47%)	Year 5 - 7 children of 43 (16%)	Year 5 - 26 children of 43 (60%)
Year 6 - 50 children of 89 (56%)	Year 6 - 11 children of 50 (22%)	Year 6 - 30 children of 50 (60%)



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£274,215

Funding rates for financial year 2025-26

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2023-24, based on per pupil rates.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Funding is paid to:
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,480 x 181	School
Pupils previously looked after by a local authority or other state care	£2,570	School
Children who are looked after by the local authority	£2,570 x 4	Local authority



Part A: Pupil premium strategy plan: Statement of intent

“I will bless you with a future filled with hope – a future of success not of suffering.”

Our Federation motto from Jeremiah encapsulates our vision that all pupils should be provided with the values, skills and experiences that enable them to thrive and flourish into successful adults. At Blue CE Coat Junior School we strive to ensure that learning opportunities meet the needs of all pupils but especially those who are disadvantaged. Systems are in place to ensure that the needs of disadvantaged pupils are accurately assessed and addressed. In doing this, we also recognise that Free School Meals is not the only indicator of disadvantage therefore pupil premium funding may be allocated to any pupil or group of pupils that can legitimately be identified as disadvantaged.

As a Federation, we are committed to supporting disadvantaged children in meeting their potential and believe that an approach combining high expectations with evidence based high-quality teaching will help close the gap between them and their peers.

A strong focus on literacy and oracy has been at the heart of our pupil premium strategy and important developments have been made in how we deliver reading and writing teaching, as well as providing access to high-quality reading resources. All children have their own reading books that match their reading level; the books are engaging and in excellent condition and thus appealing. We strive to become a school known for reading provision and for children to be lifelong readers. We recognise reading fluency as key to helping children succeed, and we are committed to listening to children to read with a focus on those who need it most.

Our core intent is that the gap between non-disadvantaged and disadvantaged pupils is closed. We are working with Challenging Education, a consultancy group who aim to raise the attainment of disadvantaged youths (RADY programme), and with their help we have adapted our approach in the following ways:

- Raise expectations: Disadvantaged children enter each key stage below their advantaged peers. We will uplift targets to align with their equivalent peers and build a culture of achievement allowing children and teachers to have high expectations of achievement for disadvantaged pupils.
- Raise awareness: raising the attainment of disadvantaged learners needs to be sustainably delivered over time, meaning that leaders must drive this through their respective areas.
- Raising aspirations: disadvantaged pupils should be fairly represented across all aspects of the school. They should be challenged in lessons and be able to engage in wider opportunities that will develop their skills to become successful in life.
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High quality teaching is at the heart of the Blue Coat Federation strategy and our broad curriculum is planned carefully to ensure there is an equitable approach for all pupils. This high quality teaching may take the form of quality first teaching within whole class groups, small group support, bespoke, personalised 1-1 intervention or after school tutoring. As a Federation we also recognise the importance of supporting the mental health and wellbeing of our pupils. This intent runs parallel to the academic ambitions we hold for our pupils.



Challenges

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

Challenge number	Detail of challenge
1	While the average score in the Multiplication Tables Check (MTC) was close to the national average, only 18% of pupils achieved full marks compared to 39% nationally. This suggests that although most pupils have a basic grasp of multiplication facts, many lack the fluency and speed needed to reach full mastery. This gap can hinder progress in more complex areas of maths, such as problem-solving and reasoning, where rapid recall is essential.
2	Pupils in the lowest 20% for reading often struggle with decoding, fluency, and understanding texts. These difficulties can limit access to the wider curriculum, reduce confidence, and affect long-term academic outcomes. Without targeted support, these pupils risk falling further behind, especially as reading demands increase in upper Key Stage 2.
3	Many pupils enter school with limited vocabulary and underdeveloped speaking and listening skills. This affects their ability to articulate ideas, engage in discussions, and access learning across subjects. Oracy is also closely linked to writing quality and reading comprehension. Without structured opportunities to develop spoken language, pupils may struggle to express themselves clearly and confidently.
4	Some pupils face challenges in managing their emotions, which can impact behaviour, concentration, and relationships in school. Emotional dysregulation often stems from wider social or home-based factors and can lead to disengagement or frequent disruptions. Supporting pupils to develop self-regulation skills is essential for creating a calm, focused learning environment.
5	The persistent absence rate for disadvantaged pupils is rising, creating a widening gap compared to their peers. Missing 10% or more of school significantly affects learning continuity, social development, and long-term outcomes. This trend highlights the need for proactive family engagement, early intervention, and a whole-school approach to improving attendance.



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
Ensure all pupils, particularly disadvantaged learners, develop rapid and accurate recall of multiplication facts through regular, targeted practice.	<ul style="list-style-type: none"> • Significant increase in the number of pupils achieve full marks (25/25) in the MTC, showing a significant increase from the previous year's 18% • Disadvantaged pupils' average MTC score meets or exceeds the national average. • 100% of pupils engage in regular multiplication practice through structured sessions and Times Table Rockstars, with progress tracked fortnightly.
Close the reading attainment gap for the lowest 20% of readers by improving fluency, decoding, and comprehension skills.	<ul style="list-style-type: none"> • The lowest 20% of readers make accelerated progress • Targeted pupils are heard reading at least 3 times per week, with progress monitored through fluency assessments and reading records • All pupils have high-quality texts matched to their reading level • Equitable approach to reading is embedded. Training and CPD given to new staff.
Improve pupils' vocabulary, confidence, and ability to articulate ideas clearly in both academic and social contexts. Embed oracy as a core component of teaching and learning, with all staff trained and confident in delivering structured speaking and listening opportunities.	<ul style="list-style-type: none"> • All teaching staff receive oracy training and implement structured speaking and listening activities across the curriculum. • Pupils demonstrate improved spoken language outcomes, measured through teacher assessments, pupil conferencing, and oracy rubrics. • Disadvantaged pupils show increased confidence and participation in class discussions, assemblies, and wider school events.
Increase the number of pupils demonstrating self-regulation and positive learning behaviours through targeted pastoral support and structured routines.	<ul style="list-style-type: none"> • Reduce incidents of dysregulation and improve engagement, particularly for pupils with identified social, emotional, or mental health needs. • Increased engagement in learning, evidenced by improved lesson participation and reduced behaviour incidents. • All identified pupils access targeted wellbeing support, such as ELSA or mentoring, with impact reviewed termly.
Narrow the gap in persistent absence rates between disadvantaged and non-disadvantaged pupils through proactive family engagement and early intervention.	<ul style="list-style-type: none"> • Improve overall attendance and punctuality, ensuring all pupils have consistent access to learning. • Persistent absence for disadvantaged pupils decreases narrowing the gap with non-disadvantaged peers. • Attendance interventions are in place for all pupils at risk of persistent absence, with regular reviews and family engagement logs maintained. • Improved parental engagement, measured through increased attendance at meetings, workshops, and school events.



Activity in this academic year: High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £147,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD focused on reading, writing, and oracy (£10,000)	EEF highlights that high-quality teaching has the greatest impact on disadvantaged pupils. CPD in literacy and oracy improves teacher subject knowledge and pedagogy. Oral language interventions	1, 2, 3
Appointment of Advanced Skills Practitioner to lead coaching and mentoring (£100,000 staffing)	Research shows that instructional coaching is one of the most effective forms of professional development (EEF, 2021) EEF: Mentoring	1, 2, 3
Additional teacher in Year 6 to reduce class sizes and provide targeted support (inc £100,000)	Smaller class sizes allow for more focused teaching and improved outcomes, particularly for disadvantaged pupils.	1, 2, 4
Embedding Formative Assessment strategies across the curriculum (£2,500)	Comparative judgement has been shown to improve teacher accuracy in assessing writing and identifying potential (EEF) Comparative judgements and Diagnostic assessment EEF	2
Curriculum refinement to ensure equity and challenge for all learners (£5,000)	A well-sequenced, knowledge-rich curriculum supports disadvantaged pupils in building cultural capital and accessing higher-level content. Teaching and Learning Toolkit EEF	2, 3, 5
Whole-class reading and writing approaches with targeted scaffolding	Inclusive teaching approaches reduce the need for extensive intervention and ensure all pupils access high-quality instruction. Teaching and Learning Toolkit EEF	1, 2, 3
Oracy training and curriculum integration	EEF Oral Language Interventions show high impact on literacy and communication skills Oral language interventions	3



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

Budgeted cost: £78,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fast Track Tutoring for early reading. Implement fast-track phonics support for significantly below-age pupils using RWI strategies. (£7,000 - staffing, training, resources)	EEF Early Literacy Guidance recommends structured phonics programmes with targeted support to accelerate progress. Phonics Teaching and Learning Toolkit EEF	2
Language interventions - NESSI and Word Aware interventions (KS2 resources and training - £5,000)	Language Intervention is proven to improve vocabulary and oral language skills	2, 3
Class@Number and Counting Collections for maths fluency. (£6000)	EEF Toolkit shows that structured numeracy interventions can significantly improve attainment in maths. Improves recall and confidence in core maths skills. Mathematics guidance: key stages 1 and 2	2
Provide small-group tutoring in reading, writing, and maths for high-potential disadvantaged pupils. Tutoring: guidance for education settings	EEF: Small group tuition is effective for closing attainment gaps. Allows for tailored instruction and rapid feedback. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
After-school tutoring (small group and 1:1) (£10,000) Spring term	National Tutoring Programme and EEF evidence show small-group tutoring has strong impact on disadvantaged learners. Tutoring: guidance for education settings	1
Times Table Rockstars tracking and practice (Resource/ reward/ prizes - £5,000)	Regular, practice improves fluency and recall, supporting MTC performance. Improves recall and confidence in core maths skills Mathematics guidance: key stages 1 and 2	1
Targeted reading sessions for the lowest 20% (TA time, resources - £10,000)	Frequent, focused reading practice improves fluency and comprehension, especially for struggling readers.	1
Additional intervention staffing and resources (£33,450)	Enables flexible deployment of support staff to meet emerging needs.	1, 2, 3



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

Budget: £42,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision and pastoral mentoring (Nurture provision - £10,000)	EEF reports that social and emotional learning improves self-regulation, behaviour, and academic outcomes. Improving Social and Emotional Learning in Primary Schools EEF	4
Family Link Worker to support attendance and engagement (Staffing, ASP, Family Link Worker - £15,000)	DfE guidance highlights the importance of family engagement in improving attendance and reducing persistent absence. Behaviour interventions Teaching and Learning Toolkit EEF	5
Restorative practice to reduce behaviour incidents	Proven to improve relationships and reduce exclusions Behaviour interventions Teaching and Learning Toolkit EEF	4
Subsidised access to enrichment and extracurricular activities (£10,000)	EEF notes that participation in enrichment builds cultural capital and improves pupil motivation and wellbeing.	4, 5
Digital pupil voice surveys to inform provision (£2,825)	Pupil feedback helps tailor support and ensures pupils feel heard and valued.	4
Structured lunchtimes with sports coach (£5,000)	Physical activity and structured play support emotional regulation and social development. Improving Social and Emotional Learning in Primary Schools	4
Offer career-related learning experiences to raise aspiration	Raises aspiration and connects learning to future goals Careers-related learning in primary schools – CAPE	4

Total Budget Allocation: £268,000