Review of the Pupil Premium Strategy Plan for **Blue Coat C. E. (A) Junior School 2024-25**

Outcomes for disadvantaged pupils:

In 2024–25, 48% of pupils at Blue Coat Junior School (182 out of 358) were identified as disadvantaged. This figure is significantly higher than the national average of 30%, highlighting the school's context and the importance of targeted support and inclusive strategies to ensure equitable outcomes for all learners. The school has identified the specific challenges faced by disadvantaged pupils and is addressing them through high-quality teaching, targeted academic support, and wider strategies aimed at improving attainment, attendance and behaviour.

Multiplication Tables Check (MTC) 2024–25 Summary

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 school has undertaken a thorough analysis of disadvantaged pupils' performance using both national assessment data and internal assessments. Staff have worked diligently to ensure an equitable approach to teaching. They have providing additional opportunities for disadvantaged pupils to recall key knowledge and revisit learning using a variety of assessment for learning strategies.

2024-25			
Statistics	School	National	Pupil Premium
% Achieving 25/25	18%	39%	20%
Average score	20.8	21.1	21

45% of Year 4 pupils (41 out of 90) are identified as disadvantaged. The average MTC score for the school (20.8) is broadly in line with the national average (21.1). However, the percentage of pupils achieving full marks (25/25) is significantly below the national figure (18% vs. 39%).

To address the gap in the number of pupils achieving full marks in the MTC, the school has implemented a range of targeted actions. These include deploying additional resources and staff to deliver focused interventions aimed at improving times tables fluency, speed, and accuracy. Regular practice sessions, both in and outside of lessons, have been introduced to reinforce recall and retention. Specific support has been directed toward disadvantaged pupils, who make up 45% of the cohort, to ensure equitable access to learning opportunities. Monitoring systems, through Times Table Rockstars, have also been strengthened to track progress and adapt teaching strategies accordingly, with the goal of raising attainment and narrowing the gap with national standards.

End of KS2 Attainment

	Expected Standard			Greater Depth		
	School EXS	PP EXS	National	School GDS	PP GDS	National GDS
GPS	80%	73	73%	33%	28%	30%
Reading	78%	79%	75%	34%	32%	33%
Writing (TA)	75%	72%	72%	11%	17%	13%
Maths	75%	75%	74%	25%	32%	26%
RWM	69%	62%	62%	4%	15%	8%

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In Year 6, 52% of pupils (47 out of 89) were identified as disadvantaged. Attainment at the expected standard (EXS) was broadly in line with national averages across all subjects: GPS (80% vs. 73%), Reading (78% vs. 79%), Writing (75% vs. 72%), and Maths (75% vs. 75%). Grammar, Punctuation and Spelling was a particular strength for the school and highlights that impact the high-quality teaching and targeted support has on the children.

Notably, combined Reading, Writing, and Maths (RWM) was above the national average, reflecting strong overall performance. At greater depth (GDS), disadvantaged pupils outperformed national averages in every subject. These outcomes demonstrate the impact of targeted support and high expectations, particularly in stretching higher-attaining disadvantaged pupils to achieve greater depth across the curriculum.

Average score Per subject	2025 All	Disadv.	2025 *National*
GPS	106.4	106	105
Reading	105	105	106
Maths	103.1	104	105

In 2025, average scaled scores across subjects show that overall pupil performance was broadly in line with or slightly below national averages. These results indicate strong performance in GPS and a positive trend for disadvantaged pupils, particularly in Maths, where they outperformed their peers. Continued focus on Reading and Maths will help to further close the gap with national expectations.

Wider issues impacting disadvantaged pupils' performance

Targeted interventions have been carefully timetabled to avoid disruption to core learning, and teaching assistants are deployed strategically. Wider strategies include oral language interventions like Learning Village and NESSI, as well as initiatives such as PACT workshops and opening of the library afterschool to promote pupil and parental engagement.

Further initiatives include structured lunchtimes with a new sports coach, expanded extracurricular offerings, and a three-year commitment to career-related learning. Pupil voice is now captured through digital surveys to inform planning and provision. These measures reflect a comprehensive and evolving strategy to close attainment gaps and support the holistic development of disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Animal Assisted Emotional Coaching (AAEC) has been introduced to some children improve emotional wellbeing, reduce anxiety, and build confidence. Children interact with therapy animals while learning about emotional triggers, calming strategies, and positive behaviour.

Behaviour Capture

	All Pupils behavior %					**Disadvantaged %**				
	Y3	Y4	Y5	Y6	All	Y3	Y4	Y5	Y6	All
Exceptional	42	30	42	35	37	40	29	40	36	37
Good	87	92	87	89	89	87	90	83	85	87
Requires improvement	11	4	9	7	8	11	7	11	9	9
Cause for concern	2	2	2	3	3	2	3	4	6	4

The behaviour tracker indicated that there was a slightly higher numbers of disadvantaged pupils that fell into the Requires Improvement and Cause for Concern categories, particularly in Year 6, suggesting a need for targeted pastoral or motivational support. To support this we continue to operate for class within the year group. The smaller class sizes enable more focused pastoral care, allowing staff to build stronger relationships with pupils, respond more effectively to individual needs, and implement tailored strategies that promote positive .This structured support also provides a more nurturing environment where all pupils, particularly those who are disadvantaged, can thrive both socially and academically.

Year 4 shows the most positive profile overall, with the lowest numbers in the lower categories and high ratings in both Exceptional and Good.

Attendance

	Overall Absence			Persistent Absence		
	Nat	School	Dis	Nat	School	Dis
2024-25	4.6%	4.7%	5.2%	17.8%	14.2%	16.3%
2023-24	5.5%	5.5%	5.6%	16.2%	12%	13.9%
2022-23	6.3%	5.1%	5.7%	17.7%	9.2%	11.6%
2021-22	6.3%	5.3%	5.9%	17.7%	10.8%	14.9%

Persistent absence is defined as pupils missing 10% or more of their possible school sessions. The rise highlights ongoing challenges in school attendance. The junior school has consistently remained below or in line with national averages, showing a positive trend, especially in 2022–23 and 2024–25.

While overall absence at Blue Coat Junior School has remained in line with or below national averages, persistent absence among disadvantaged pupils has shown a widening gap in recent years. This highlights the need for renewed and targeted attendance strategies, with a focus on early intervention and family engagement to reverse this trend and ensure equitable access to learning.

Enrichment

The school offers a rich programme of enrichment activities, including visits to religious building, museums, universities, libraries, and cultural institutions. Disadvantaged pupils are actively encouraged to participate, with 40% of extracurricular places reserved for them and costs subsidised to ensure accessibility. These experiences are designed to build cultural capital and support personal development. Year 6 pupils enjoy an end of year residential to Woodlands.

Conclusion

Blue Coat C.E. Junior School has significantly narrowed the attainment gap for disadvantaged pupils in recent years. The school has implemented a series of strategic adjustments for the current academic year to strengthen provision and raise outcomes. These include enhanced phonics support in Year 3 for pupils requiring additional input, and more rigorous tracking of multiplication fact recall to support preparation for the MTC. The school has expanded its ELSA provision and behaviour support, alongside enhanced mentoring to promote pupil wellbeing. A newly appointed Advanced Skills Practitioner is leading on staff coaching and professional development to build teaching expertise.

Strengths	Areas for Development
• Disadvantaged pupils performed strongly, particularly at greater depth (GDS) • Grammar, Punctuation, and Spelling (GPS) stood out as a strength, with both EXS and GDS outcomes above national benchmarks • Most pupils, including disadvantaged, were rated as 'Good' or 'Exceptional' in behaviour. • Overall absence remains in line with national averages • Effective use of pupil premium to support wellbeing and enrichment. • Inclusive ethos with high expectations for all pupils.	• While the average MTC score (20.8) was close to national (21.1), only 18% of pupils achieved full marks compared to 39% nationally. • Continued emphasis is needed on reading fluency and comprehension, particularly for the lowest 20% of readers. • Oracy development remains a priority, with staff training and curriculum integration underway. • Emotional regulation and readiness for school remain challenging. • The widening gap in persistent absence rates for disadvantaged pupils requires targeted family engagement.