



Filey Junior School

Widening Horizons and Reaching Our Potential. Respecting the World and Each Other. A happy, healthy and positive learning community

Pupil Premium Strategy Statement 2025-2026

School overview

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	37.03% (100 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Michael Taylor
Pupil premium lead	Angela Grice
Governor / Trustee lead	Emma Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133, 838
Recovery premium funding allocation this academic year	None
Pupil premium (and recovery premium) funding carried forward from previous years	None
Total budget for this academic year	£133,838

Part A: Pupil premium strategy plan

Statement of intent

Filey Junior School's vision is to ensure that all children, staff and parents are able to "Widen our Horizons and Reaching Our Potential". This vision applies to all pupils in school, regardless of their background, but is particularly pertinent to those in receipt of Pupil Premium funding.

We also aim to "Respect the World and Each Other," and be a "Happy, Healthy and Positive Learning Community." Our pupil premium strategy, therefore, focuses on the whole child and ensures that the basic needs of children are met whilst raising the self-esteem and aspirations of all. We ensure that all children feel safe and looked after and, perhaps most importantly, that they enjoy coming to school and developing their social, emotional and academic skills.

We will take into account the specific challenges experienced by our vulnerable pupils, including those supported by a social worker or those with caring responsibilities. The actions outlined in this strategy are designed to meet their needs, whether or not they are classified as disadvantaged.

At Filey Junior school, common barriers to learning for those in receipt of Pupil Premium funding can be: below-average attendance, less support from home with learning, low aspirations as a result of less opportunity for enriching experiences, a lack of connectivity, challenging behaviours and other SEMH needs.

High-quality teaching is at the heart of our strategy statement but we have targeted a number of other areas which help to ensure this is most effective. Children need to have their basic needs met before they are able to concentrate on academic achievement. Some children will require additional support in embedding the basic skills. A small proportion of children will require help and support in addressing SEMH needs. And others will have low self-esteem and low expectations on what they can achieve. Our strategy aims to target all of these areas to develop the child around their academic achievement by:

- Providing a warm, nutritional, social start to every day
- Providing timely interventions to address gaps in learning
- Providing access to digital learning activities in school and in the home
- Providing support for pupils to attend a range of activities which raise aspiration and increase their cultural capital

Challenges

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

Challenge number	Detail of challenge
1.	Assessment throughout school in Reading, Writing and Maths indicates that fewer disadvantaged children attain the Expected and Expected + standard compared to Non-PP children. ensuring that all disadvantaged pupils make expected progress is a priority for Filey Junior School.
2	Our analysis shows that when pupils enter the school, children in receipt of pupil premium often have less developed reading skills and gaps in their phonics knowledge
3	Our analysis shows that when pupils enter the school, children in receipt of pupil premium often have less developed mathematical skills, particularly within the area of basic counting and number facts
4	Historically, we have found many children arrive at school having not had breakfast, having an unhealthy breakfast or having had to make their own breakfast. This often impacts their ability to concentrate. We have also found that many of these children arrive late for school which impacts upon their SEMH and learning.
5	A higher than average proportion of children from disadvantaged backgrounds require additional support with SEMH needs in order to fully access the curriculum and build strong relationships with their peers.
6	The number of children taking up enrichment opportunities and the offer of residential visits has been lower amongst children in receipt of pupil premium funding. This impacts negatively on their aspirations and social interactions.
7	From discussions with pupils and parents, many of the children in receipt of Pupil Premium funding do not have access to a device to access the range of online learning platforms provided by the school for homework and independent study.
8.	Historically, there has been an attendance gap between pupil premium pupils and their peers. However, in the last academic year this gap significantly narrowed, with pupil premium attendance reaching 94.18% compared to 94.40% for all pupils. This improvement is directly attributable to the work of the newly appointed Attendance Officer. This role continues to develop, with a focus on further improving attendance for all pupils and, in turn, positively influencing achievement.

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 and Writing attainment through school for disadvantaged children; closing the gaps in Reading, Writing for disadvantaged pupils by the end of KS2.	<p>Increase in the % of PP pupils working at ARE or above across school in Reading and Writing.</p> <p>All pupils to have access to high quality reading material both at school and in the home. Ensuring children develop a 'love of reading'</p> <p>Reading - Introduction of whole class reading throughout school using Literacy Leaves.</p> <p>Introduction and development of Adaptive Teaching approach to improve the quality of teaching and learning in the classrooms.</p> <p>All children to have access to a device at home to help them access their homework.</p>
Improved maths attainment for disadvantaged pupils.	<p>Maths assessment outcomes are raised for all pupils and no gap between those from disadvantaged backgrounds and their peers.</p> <p>Disadvantaged pupils achieve broadly in line with the national average for the expected standard at the end of key stage two in maths by July 2026.</p> <p>(Unless significant SEND needs prevent this being achieved).</p>
All pupils to attend school regularly, arrive on time and with a nutritional start to the day.	<p>Attendance for all pupils to be at least 95% and children only persistently absent when there has been a medical issue.</p> <p>For all pupils entitled to a free breakfast to regularly access this, providing them with a good start to their day.</p>
100 PP (37.03% of the school). 30 fall into another vulnerable category (SEN/ LAC/ PLAC/ Service. This is 30%	<p>Class teachers will keep an updated overview sheet regarding PP SEN Vulnerable children and the support they are receiving.</p> <p>Half Termly Pupil Progress meetings with the Headteacher and SENDCo to discuss support and its impact.</p>
To develop pupils' aspirations and personal development.	<p>A significant increase in participation in extra curricular enrichment activities, particularly among disadvantaged pupils</p> <p>A diverse range of after-school clubs available to all pupils which enable an enriching curriculum for all pupils.</p>

	A significant increase in participation in educational visits and residential, particularly among disadvantaged pupils
Increase the impact of online learning opportunities, particularly within the home	All children have access to a digital device for use in school and in the home. Homework regularly completed by all pupils - pupils' reading skills and instant recall of mathematical facts improved. Pupils engage in independent, self-led learning.
Staff have a clear understanding of which pupils are young carers, so that targeted emotional support can be provided to reduce barriers to learning and improve academic progress.	All children identified and all staff aware of how to appropriately support these pupils to make academic progress in line or above peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £66,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Literacy Leaves - WCR and vocabulary development throughout school (on-line from Literacy Leaves and in school by English Leader)	<p><i>EEF – Improving Literacy in KS2 – ‘activities that extend pupils’ expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; pupils articulating their ideas verbally before they start writing.’ Rose Report – highlights the importance of language development in order to access not only literacy but the whole curriculum.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2
CPD – for Teachers ‘Adaptive Teaching’ - Teaching children who need the most support, including those with SEND.	<p>Evidence based leadership CPD for EEF - <i>‘Seeking to understand pupils’ differences ... is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.’</i></p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	1, 2,
Enhance access to high-quality IT resources to support mathematics learning both in school and at home, improving engagement, understanding and progress.	<p><i>EEF: Technology offers ways to improve the impact of pupil practice.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1, 2, 3, 7
Ensuring leaders at all levels have adequate time to	Leaders need to ensure teachers are supported within their subjects.	1, 2, 3

<p>assess, monitor and evaluate their subject; to allow time for them to deliver CPD; to allow time for them to develop and improve their areas of responsibility.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Enhanced provision for pupils with SEMH needs including environment, resources and staff knowledge and training.</p>	<p>Targeted training and support in developing wider staff understanding of SEMH needs and strategies to support inclusion in the classroom and support pupils with additional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 2, 3, 5,
<p>Free Breakfast Bar for pupil premium pupils. Open to all to encourage communication and interaction with all peers and promote nutrition and dietary awareness.</p>	<p>EEF: <i>"Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year."</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&utm_medium=search&utm_campaign=site_search&search_term=breakfast</p>	1, 2, 4,
<p>Pupil premium pupils have a 50% cost reduction on residential trips to ensure pupil premium pupils are more able to access these opportunities.</p>	<p>EEF <i>"There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork."</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor</p>	6
<p>By ensuring all pupil premium pupils have access to a suitable digital device at home, we will support equitable access to learning and homework, leading to improved engagement, completion rates and academic progress.</p>	<p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning</p>	1, 2, 3, 7

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

Budgeted cost: **£40151**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention for learners falling behind in their mathematics work.</p>	<p>Small group intervention allows the tutor to target specific difficulties and give sufficient time and attention to the pupils' needs whilst still allowing an element of learner collaboration.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p>	<p>2</p>
<p>Targeted SALT intervention programmes delivered in short but frequent sessions over a limited period of time:</p> <p>Mr Goodguess</p> <p>Language for thinking</p> <p>Colourful Semantics</p> <p>Reading Between the Lines</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Targeted Reading Comprehension intervention programmes delivered in short but frequent sessions over a limited period of time:</p> <p>Headstart comprehension</p> <p>Paired Reading</p> <p>Inference</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p>	<p>1, 2, 5</p>

<p>Targeted Phonics intervention programmes delivered in short but frequent sessions over a limited period of time:</p> <p>Little Wandle DLP</p> <p>Targeted Maths intervention programmes delivered in short but frequent sessions over a limited period of time:</p> <p>First Class at Number SHINE</p> <p>Targeted Year 6 Booster sessions for a limited time delivered.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/reading-comprehension-strategies</p> <p>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</p> <p>EEF recommends the use structured interventions to provide support in mathematics. Selection should be guided by pupil assessment. Interventions should include explicit and systematic instruction https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster.pdf?v=1668765252</p> <p>Intervention and targeted support for learners. This intervention sits alongside class learning to retrieve information from the lessons and consolidate learning.</p>	<p>1, 2, 5</p> <p>2</p> <p>1, 2, 3, 5</p>
<p>Targeted opportunities for children to complete any additional learning (reading, spelling and Doodle Maths)</p>	<p>Lunchtime provision with teacher support to complete homework where opportunities at home are not as fruitful for disadvantaged pupils. This targeted support can support and give opportunity for all pupils to achieve and achieve the same as their peers)</p>	<p>1, 2, 3, 7,</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition	
'Retrieval Practice' and 'Key Prior Learning' embedded into the lesson structure, encouraging pupils to recall and build on prior learning.	All teachers engaged in developing understanding of use of effective retrieval practice in lessons, ensuring all pupils are able to draw on prior knowledge, furthering their learning. https://educationendowmentfoundation.org.uk/news/eef-blog-why-bother-with-retrieval	

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

Budgeted cost: **£26768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted SEMH programmes delivered in short but frequent sessions over a limited period of time:</p> <p>Talkabout</p> <p>Playing/drawing/walking</p> <p>Circle of Friends</p> <p>Lego Therapy</p>	<p>Although primarily aimed at younger children, evidence suggests that Social Emotional strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_ca</p>	4, 5

	mpaign=site_searchh&search_term	
Providing all children with the option to attend a Breakfast Bar each morning with a focus on providing a nutritious start to the day (1 each of a dairy, fruit and carb). The provision is available from 8:30am promoting a prompt and sociable start to the day.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	1, 2, 3, 4,
Whole staff training on behaviour management and de-escalation approaches with the aim of developing confidence and impact for all staff	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Continued support and supervision from the internally appointed school attendance officer ensures early links to support families continues to support and improve attendance through school. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-att	3, 5

	attendance-actions-for-schools-and-local-authorities	
Continue the whole-school attendance incentive strategy featuring weekly rewards for full attendance, termly tiered awards (bronze, silver, gold), publicly shared attendance leader boards for parents, and enhanced communication between parents and the Attendance Officer to promote sustained improvements in attendance.	<p>The EEF have reported ‘clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority’</p> <p>To support higher attendance through school, weekly rewards are available for all pupils. Increased monitoring and communication with parents informing them of their child’s attendance including supportive meetings and measures to support pupils to access school and their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
Subsidising trips and visits, particularly those that fall outside of school time or are residential. This will ensure inclusion for all and help to build pupils’ independence and cultural capital, ultimately raising aspirations.	<p>Whilst there is still little evidence, it is acknowledged that adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p> <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	, 6
Introduce training for staff to identify and support young carers, improving their understanding of pupils’ SEMH	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4, 5, 8.

needs and enabling more effective pastoral and academic support.		
Ensure that all pupils have access to digital learning platforms both in school and within the home.	<p>Technology has transformed how we do things, from communication with friends and family to learning about the world around us.</p> <p>The EEF recommends 4 key elements to effective use of technology. These approaches are embedded within our school and the challenge is to ensure these continue at home</p> <p>(EEF Digital Tech Guidance)</p>	7
Extra curricular activities on offer over dinner times offering an enhanced opportunity to develop 'soft skills'	<p>Opportunities for pupils to take part in a wide variety of organised activities. 'These give opportunity for pupils to develop teamwork and increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.'</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	

Total budgeted cost: £133,838