

Pupil premium strategy statement – Canvey 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	238
Proportion (%) of pupil premium eligible pupils	28% (67)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Sally Townsley Headteacher
Pupil premium lead	Ashley Fernon Deputy Headteacher
Governor / Trustee lead	David Neale Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,926
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 99,926

Part A: Pupil premium strategy plan

Statement of intent

The purpose of this strategy is to guide our whole school community (parents, pupils, governors and staff) toward the continued development of high-quality teaching and learning with the focus on closing the attainment gap between disadvantaged and non-disadvantaged children ensuring that all pupils, regardless of ability level, make better than expected progress.

Diagnostic assessments have aided the identification of our school's main needs and enabled leaders to develop achievable and measurable targets incorporating the required CPD for all stakeholders. Sustained, high quality professional development is key for the further development of high-quality teaching and learning which has proven to have the biggest impact on closing the gap between disadvantaged and non-disadvantaged groups of learners.

To ensure accelerated progress is made across the Key Stage, we will continue to work towards developing pupil's cognitive ability to be able to reflect on their knowledge to identify prior learning and purposefully direct their thinking and learning. To achieve this successfully, one of our approaches will focus on all pupils being able to communicate effectively. Therefore, the pupil's language acquisition, and the broadening of their vocabulary, will be at the centre of all elements of our broad and balanced curriculum, enabling all pupils, from all backgrounds, the opportunity to effectively communicate their learning needs which will be met through targeted academic support groups. In addition, we will be working closely alongside the Ofsted toolkit (2025), which identifies evaluation guidance to further meet the needs of children identified as disadvantaged and how best to support these children and reduce barriers to learning.

Studies have shown that even several years after the COVID-19 pandemic and the subsequent social isolation which was in-force through Government guidance, a significant number of individuals still report social and emotional anxieties and vulnerabilities as a result. These anxieties manifest through ill health and the inability to control emotions which subsequently result in an increase in pupil's inability to focus and make the progress required to close the attainment gaps identified through diagnostic assessments. Therefore, working on the whole child will play an integral part of this strategy. In-turn, speech and language assessments and pastoral support which focuses on the social and emotional resilience of pupils, will still be of high importance in the make-up of this strategy.

Regular monitoring of the strategies implemented will ensure interventions remain effective and will allow leaders to intervene to maximise progress made by not only disadvantaged pupils but all pupils within our community.

Challenges

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

Challenge number	Detail of challenge
1	To support children with their mental health and resilience so they can focus on learning. <i>SEMH needs</i> - through pupil perceptions, discussions with parents and observations, many pupils within our school are displaying challenges with their social and emotional wellbeing. We continue to see a growing number of children with anxiety and, on occasion, conflict.
2	To improve school attendance. To ensure school attendance is improved holistically and also so that the attendance of the children who have been identified as disadvantaged, is in line with those who are not.
3	To analyse data and to close the gaps in the core subjects so that disadvantaged children make the maximum amount of progress. Through observations as well as formative and summative assessments, children identified as disadvantaged have historically performed lower than their peers who have not.
4	<i>Poor phonetical skills and spelling</i> – assessments across the school and discussions with staff and families have identified a need to continue phonic intervention across the school. Being a Junior school, many of the children who join us in year three do so without strong phonic skills and misinterpretations caused by dialect, therefore, phonics will continue to be addressed across the school with a designated member of staff who leads on these interventions.
5	<i>Poor language skills</i> – formative and summative assessments have identified under-developed language skills and gaps within pupil’s vocabulary across the school but was more evident in our disadvantaged children. Discussions with pupils and classroom observations enabled leaders to recognise that many pupils also demonstrate an inability to discuss texts that they have read as they do not always understand the vocabulary or cannot read outside of the literal meaning.

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
<p>Decrease in the number of children accessing SEMH support, particularly disadvantaged children.</p>	<p>Qualitative data demonstrates pupils using strategies learned through the MyHappyMinds program, Bereavement Booklets, Family Navigator, Sensory Circuit, Canvey Restart, Counselling, School Nurse, Yellow Stars, Hamish and Milo, One-to-One, Social Skills Group, Lego Therapy, Brain Breaks.</p> <p>Decrease in number of anxiety related issues such as attendance, conflict and passive learning.</p> <p>Greater number of disadvantaged pupils engaging in enrichment activities.</p>
<p>Attendance across the school, particularly the disadvantaged children will increase, with a decrease in persistent absentees.</p> <p>Disadvantaged children's attendance reaches school expectation of 96%</p> <p>Percentage of persistent absentees who are disadvantaged is less than 30%.</p>	<p>Regular review of patterns in school attendance and the triangulation of patterns through meetings with the Headteacher and school DSL/SEND manager.</p> <p>Support-first approach to attendance following the guidance set out with the 'Working Towards Improving School Attendance' guidance (2024), communicating with parents, agreeing forms of support and meetings (where necessary) to provide strategies to improve school attendance on an individually tailored approach.</p>
<p>Children who have been identified as disadvantaged are performing across the core subjects in line with the achievements and outcome of their peers who are not disadvantaged.</p>	<p>Monitor results from formative and summative assessments and to meet regularly with teachers to identify gaps and misconceptions.</p> <p>Identify children to enrol on to timetabled interventions to bridge gaps in understanding and to review these on a continual basis.</p>
<p>To improve outcomes of phonetic and spelling skills/misconceptions/errors so that they become embedded and transferable across the school curriculum and their wider vocabulary.</p>	<p>Weekly spelling assessments to be carried out across the school.</p> <p>Identify gaps in understanding and to record the data.</p> <p>Identify children to enrol on Alpha to Omega intervention, decoding words, familiarising letters and identifying letter sounds.</p> <p>Spelling intervention groups to be set up to support those who struggle and to re-evaluate these groups on a continual basis where necessary.</p> <p>Continue phonics interventions led by member of the SLT.</p>

<p>Improve speech and language skills across the school with a particular focus on those identified as disadvantaged.</p> <p>Children are able to communicate succinctly and demonstrate a better ability to access their work with better understanding of the task.</p>	<p>All children screened with Language Link diagnostic tool.</p> <p>Speech and language groups to be created and taught through a program of interventions.</p> <p>Teachers to monitor and identify any regression of children who may not have been identified during the initial diagnostic assessments.</p>
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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: £ 65189.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD, planning and implementation of dialogic activities to develop language acquisition across the key stage, These will enable pupils to develop the ability to articulate their needs both academically and emotionally.</p>	<p>Oral language interventions have been proven to have high impact on pupil outcomes of approximately 6 months additional progress over the course of a year. This will impact all pupils across the school, particularly our disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>(EEF, May 2025)</p> <p>https://discovery.ucl.ac.uk/id/eprint/10204335/1/Esposito_Child%20Psychology%20Psychiatry%20-%202024%20-%20Esposito%20-%20Oral%20language%20intervention%20in%20the%20late%20primary%20school%20years%20is%20effective%20.pdf</p> <p>(OLLI programme, 2024, Journal of Child Psychology & Psychiatry)</p> <p>https://discovery.ucl.ac.uk/id/eprint/10184356/1/Campbell%20Systematic%20Reviews%20-%202023%20-%20Donolato%20-</p>	<p>1, 3, 4, 5</p>

	<p>%20Oral%20language%20interventions%20can%20improve%20language%20outcomes%20in%20children%20with.pdf?utm</p> <p>(UCL Discovery, 2023)</p>	
<p>Rolling purchase of resources to enable the embedding of new speech and language programmes which will address pupil's inability to express themselves both academically and socially and emotionally.</p>	<p>Evidence suggests that disadvantaged pupils are more likely to be behind advantaged pupils in terms of their language development. Whole school CPD, leading to frequent interventions over a sustained period, will have a low cost but have a high impact, particularly for our disadvantaged pupils.</p> <p>https://www.researchgate.net/publication/387311638_Addressing_Socioeconomic_Disparities_in_Children%27s_Language_Development_Insights_Challenges_and_Interventions</p> <p>(Research Gate, 2024)</p> <p>https://assets.publishing.service.gov.uk/media/68d65f279ce370a7e0a0fd31/Identifying_and_supporting_children_and_young_people_with_speech_language_and_communication_needs_a_rapid_evidence_review.pdf?utm</p> <p>(DfE, 2025)</p> <p>https://epi.org.uk/wp-content/uploads/2025/03/Breaking-down-the-gap.pdf?utm</p> <p>(Education Policy Institute, 2025)</p>	1, 3, 4, 5

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

Budgeted cost: £ 8918.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To analyse data and to close the gaps in the core subjects so that disadvantaged children make the maximum amount of progress.</p> <p>Deploy key members of staff to implement targeted intervention groups focusing on</p>	<p>There is widely spread evidence to document how disadvantage children under perform historically compared to their non-disadvantaged peers and the early identification of these gaps in understanding are strongly supported and addressed through early intervention.</p> <p>https://epi.org.uk/publications-and-research/breaking-down-the-gap/?utm</p> <p>(Education Policy Institute, March 2025)</p>	1, 2, 3

gaps and misconceptions.	https://www.nfer.ac.uk/media/worn3wki/impact-review-2023.pdf?utm (NFER, 2023-2024)	
Additional phonics and reading interventions and staff training to be carried out throughout the Key Stage to ensure all pupils leave Key Stage 2 with the necessary de-coding and reading skills to access age appropriate texts.	<p>The development of phonics across the school will allow pupils to access their learning independently, impacting on their overall attainment and progress. Using in-house training and working alongside our neighbouring Infant school, will ensure costs are kept low. Similarly, by tackling gaps in children’s ability to comprehend bodies of text at the earliest stage, will ensure children are better equipped with the necessary reading and decoding skills to achieve the expected or above standard, by the end of Key Stage 2. To support our aim, we continue to identify the children who are achieving outcomes representing the lowest 20% of the cohort and adapt lessons to best suit their needs and timetable interventions where required. We continue to monitor reading at home as well as in school through out Accelerated Reader program, analysing quiz scores and reading ages to assess gap in understanding. Lessons continue to be structured so that children are aware of the 7 content domains involved in reading, and lessons are tailored around enhancing the necessary skills for each domain.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm (EEF, October 2025)</p> <p>https://teaching.blog.gov.uk/2023/05/16/developing-childrens-reading-skills-with-phonics/?utm (UK Gov Guidance, 2023)</p>	3, 4, 5

	https://www.gov.uk/government/news/new-phonics-inspired-framework-to-boost-standards-for-children?utm (DfE, July 2025)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,817.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to work alongside parents/carers and pupils to improve attendance across the school. This will involve identifying and sharing the impact of poor/erratic attendance on individuals and allow us to implement procedures identified in the DFE's 'Working together to improve school attendance' document, 2024.	<p>Guidance form the DFE's 'Working together to improve school attendance' document, 2024, document will be followed where applicable to improve attendance and reduce the number of persistent absentees.</p> <p>Parent groups will enable adults to understand some of the factors which result in poor attendance. These include Zones of Regulation, which will assist in the development of factors which lead to dysregulation and offers strategies to identify, support, manage and re-regulate. In addition, parent maths groups will enable parents to become better equipped and more aware of strategies to support their child(ren) at home and avoid anxieties which stem from uncertainties with the subject.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf (DfE, 2024)</p> <p>https://assets.publishing.service.gov.uk/media/67c96d7dd0fba2f1334cf2ed/The_link_between_attendance_and_attainment_in_an_assessment_year_-_March_2025.pdf?utm (DfE, 2025)</p> <p>https://epi.org.uk/publications-and-research/breaking-down-the-gap/?utm (Education Policy Institute, March 2025)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 2, 3

	<p>(EEF, 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>(EEF, 2025)</p>	
<p>Enhancement of our current SEMH provision to ensure the social and emotional needs of pupils, particularly disadvantaged pupils, is identified and met at an early stage to prevent their needs impacting on their learning.</p>	<p>Evidence indicates that if a child develops the skills to manage their feelings and emotions, they will perform better both in school and later in life. It has been documented that SEMH is especially important for disadvantaged children. Developing a child's emotional intelligence will also impact on attendance as the child's confidence increases.</p> <p>https://www.researchgate.net/publication/394415076_Socio-emotional_skills_matter_for_academic_resilience_A_global_perspective</p> <p>(Research Gate, 2025)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>(EEF, May 2025)</p>	<p>1, 2, 3, 5</p>
<p>Therapeutic approach to Behaviour management training for teaching and support staff in de-escalating behaviour and identifying consequences not punishments.</p>	<p>Research states that in order for children to learn effectively, they need the tools to be able to self-regulate or manage their emotions and behaviours. CPD will allow staff to de-escalate behaviour as well as encourage pupils to reflect on their behaviour, in-turn creating a positive learning environment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm</p> <p>(EEF, May 2025)</p> <p>https://www.tandfonline.com/doi/full/10.1080/13632752.2024.2354021?utm</p> <p>(Emotional and Behavioural Difficulties, 2024)</p>	<p>1, 2, 3</p>

Total budgeted cost: £ 99,926

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of Key Stage 2, the results were as follows:

In terms of combined percentages, 67% of disadvantaged Year 6 pupils were working at the expected standard or above in Reading, Writing and Maths combined, compared to 79% of non-disadvantaged pupils. Although the gap has closed by 8% compared to the previous year, strategies and approaches still need to be carefully reviewed regularly to ensure this trend continues.

In terms of reading in the school, diagnostic assessments have evidenced that, although many children appear confident in the decoding of words and reading aloud, their understanding and comprehension of texts still needs to be closely monitored and reviewed. Through the use of our reading program Accelerated Reader, we continue to track and monitor children across the school with both their ability to comprehend texts and the frequency of their reading at home.

At the end of Key Stage 2, 78% of disadvantaged children achieved age-related expectations or above in reading, compared to 81% of non-disadvantaged. Although the percentages of non-disadvantaged is down from the previous year, the number of disadvantaged children achieving age-related expectation or above in reading, has risen by 4% from academic year 2024-25.

In maths, the percentage of disadvantaged children achieving age-related expectations or above was 83%, compared to 88% for all non-disadvantaged pupils. These figures show the gap was closed by 9% on the previous year (2023-2024) and 5% on the year before, indicating a positive trend.

In the last academic year, 50% of children who met the persistent absenteeism threshold were disadvantaged children which is up from 44% the previous year, and we are working closely alongside the Working Together to Improve School Attendance strategy to ensure this figure is reduced and this remains a top priority. Overall, the percentages for attendance across the last academic year was 93% for disadvantaged

END OF KS2		
Reading	School	PPG
% at expected standard	80%	Expected + 78%
% higher than expected standard	41%	
Writing		
	School	PPG
% at expected standard	84%	Expected + 78%
% higher than expected standard	25%	
Maths		
	School	PPG
% at expected standard	87%	Expected + 83%
% higher than expected standard	52%	
Grammar, Punctuation and Spelling		
	School	PPG
% at expected standard	82%	Expected + 83%
% higher than expected standard	51%	

children (which was higher than 11 out of 20 similar schools recorded by the DfE), and 96% for non-disadvantaged.

The SEMH provisions available to the children continue to evidence the positive impact on social and emotional wellbeing of the children in the school. We continue to embed a whole-school approach to wellbeing, embedding our wellbeing program MyHappyMind enabling children to adopt approaches to regulate emotions and understand how our brain’s function and operate. Last year, we also identified a number of children who reached the threshold to be enrolled onto our Digital Zones of Regulation program and following the completion of this intervention, the results evidenced that 100% of disadvantaged children accessing the program made progress, with 75% of these children making progress of 80% or more. In addition, the whole school were screened for Speech and Language, and out of all the children screened across the school, 31 children were identified as having moderate to severe difficulties. From the 31 identified, 32% of these children were disadvantaged. After the children were rescreened at the end of the program, 88% of the total children and 100% of our disadvantaged children had made progress. When rescreened at the end of the program, 30% of disadvantaged children had progressed from being identified as having severe difficulties with speech and language, to having moderate difficulties at the rescreening stage. Similarly, 70% of disadvantaged children progressed from initially being identified as having severe to moderate difficulties at the start of the program, to no longer being at risk at all, at the rescreening stage.

In terms of our MyHappyMind program, designed to help with resilience and self-confidence, the annual Impact Report concluded that 100% of all children voiced they are getting more excited about setting goals for themselves, with the same percentage of teachers voicing the evidence of *“improvement in their children’s resilience and perseverance when trying to achieve their goals.”*

In terms of attainment in the core subjects across years 3, 4 and 5, the data for children classified as

disadvantaged in year 3, saw an increase from the previous year of 13% in Reading, and a closing of the gap of Dis-

	Year 3 exp+		Year 4 exp+		Year 5 exp+	
	Non-Dis Ad	Dis Ad	Non-Dis Ad	Dis Ad	Non-Dis Ad	Dis Ad
Reading	80%	81%	80%	71%	67%	61%
Writing	62%	63%	71%	64%	64%	50%
Maths	67%	63%	73%	64%	71%	56%

advantaged to non, of 1% and 3% respectfully in Writing and Maths. In Year 4, the number of disadvantaged pupils securing expected+ attainment, increased by 20%, whereas in Year 5, Reading increased by 18%, Writing by 11% and Maths by 22% from the previous year.

In the Year 4 Multiplication Times Tables Check (MTC), the school average score was 22.2. In terms of comparison, our children classified as disadvantaged achieved an average score of 21.1, compared to our non-disadvantaged which was 22. Although the average score as a complete cohort was marginally lower compared to the previous

year, the gap between disadvantaged and non, closed by 0.4. In terms of percentages, 41% of whole cohort who took the MTC, scored 25 out of 25. In terms of demographics, 36% of disadvantaged children scored full marks compared to 39% of non-disadvantaged. In addition, 71% of disadvantaged children achieved a score of 20 or higher, compared to 80% on non-disadvantaged pupils.

Through the triangulation of research, analysis and outcomes, the evidence has indicated the positive impact the strategy has made and the areas which require further attention. We will continue to work with all stakeholders and relevant agencies to ensure we maintain the highest level of awareness and impact towards our disadvantaged children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Extensive research and the triangulation of data, teacher observations and research have all facilitated the formation of this strategy. Despite the COVID pandemic being back in 2020, we are still seeing the ongoing impact this had on all our children, particularly our disadvantaged children and the SEMH. These effects have stemmed from children not being exposed to key social situations in the foundation stage of childhood and many children struggle more with anxiety, following social cues, or adjusting to classroom routines after spending so much time isolated at such a young age. Similarly, due to social isolation, many children appear more reliant on parents and we see more cases of children effected by separation anxiety.

As a result, we are still seeing the effects of COVID-19 within the SEMH of many of our children, which has seen a knock-on effect in the expected academic progression of some.

By carrying out research, we were able to identify challenges faced by our pupils which led to approaches we could put in place to ensure this strategy had the desired impact on our children over the course of the academic year.

Working parties have been formed using key members of staff leading specific areas of this strategy. This will ensure that an extensive workload does not fall on one person and will allow the dissemination of organising and utilising staff CPD and external programmes to be carried out effectively. The teams meet together regularly to share progress and allows the Pupil Premium lead to identify and offer support when needed. These individual working parties continue to give other members of staff tasks to lead, ensuring all our staff have ownership of this strategy

The Governor leading Pupil Premium meets regularly with staff to ensure targets are being met and progress is being made. Regular updates are also part of Governor meetings and termly reports are sent home to parents informing them of their pupil's progress and attainment across Reading, Writing and Maths. This way, all stakeholders are kept informed regularly.