

Pupil Premium Strategy Report Statement
2026-2027

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	Ladbrooke JMI School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Body
Pupil premium lead	Miss Webster
Governor / Trustee lead	Mrs Corke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,851
School-Led Tutoring allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,851

Part A: Pupil premium strategy plan

Statement of intent

At Ladbrooke JMI School, our pupil premium money is used to continue our drive for high standards across all areas of the school curriculum and to support disadvantaged children so that they are achieving at least in line with their peers and are achieving the national standards expected of them as they move through the school.

We believe all pupils can flourish in all aspects of school life given the right time and support to tackle any disadvantage they may have in their background and challenges they may face. There are some characteristics as a group that guide our actions, but we never lose sight of the individual child's strengths, needs, interests and development.

Priority is given to ensure high quality teaching for all. It is important that there is consistency across the school in our approach and targeted CPD for all staff is used to ensure this is achieved. We will ensure that the barriers for each child are identified and targeted support provided to ensure that we are achieving the best outcomes for all our children, including disadvantaged.

We will provide an environment which feels safe and welcoming and encourages children to take risks, have confidence and build resilience. Through supporting enrichment activities, we will provide opportunities for children which will enrich their lives and give them a love of learning and high aspirations.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and Engagement in Learning** Learning can only happen when children are present and engaged. Our attendance data over the past 3 years has shown that attendance among disadvantaged pupils is lower that for non-disadvantaged pupils in the school and below national data We are concerned that some pupils are missing too much school or are not fully engaged. We will work closely with families and staff to improve attendance and foster a culture of curiosity, motivation, and active learning.
2	**The Higher Standard** While the majority of disadvantaged pupils attain the expected standard in reading, writing and mathematics combined, fewer go on to attain the higher standard. Assessment identifies that, for some pupils, gaps in vocabulary and oracy, alongside limited stamina when completing more demanding tasks, constrain their ability to demonstrate greater depth, particularly in writing.

3	**Additional Learning Needs impacting core subjects and Self-Esteem** Due to being absent or finding learning challenging, children are often low in confidence and think they cannot learn in the same way as the other children which makes them switch off and not display learning behaviours we need. We are committed to identifying these needs with precision and providing tailored support and interventions that accelerate progress and build lasting confidence.
4	**Language and Oracy** We have an increased number of children coming into school with a lower acquisition of English due to EAL. We know that talk is the foundation of thought and writing. Yet some children lack the chance to speak at length, rehearse ideas, and develop their thinking. We will create rich, purposeful opportunities for talk across the curriculum, empowering pupils to find their voice and deepen their learning.
5	**Enrichment** We want to ensure all children have as many opportunities given to them so they can discover what they are good at, build self esteem and give them experiences to draw on when they are writing.

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 attendance and engagement	• Attendance for disadvantaged pupils will rise to meet or exceed national averages, ensuring consistent access to learning. • Pupils will be more actively engaged in lessons, as seen through classroom observations, pupil voice, and reviews of learning—demonstrating a renewed enthusiasm and commitment to their education
Increase the proportion of disadvantaged pupils attaining the higher standard, particularly in writing.	• An increased proportion of disadvantaged pupils are on track to attain or attain the higher standard in reading, writing and mathematics, with a particular improvement in writing. • Assessment shows identified pupils are using a wider and more precise vocabulary confidently in both spoken and written responses. • Pupils demonstrate greater stamina and independence, sustaining the quality of their writing across longer and more demanding tasks.

	• The attainment gap at the higher standard between disadvantaged pupils and their peers narrows from the school's identified baseline.
Clear Identification of and Targeted Support for Learning Barriers 	• For every disadvantaged pupil working below age-related expectations in reading, writing, or mathematics, diagnostic assessments will pinpoint specific barriers to progress. • Evidence of impact will be visible in pupil outcomes and work, showing progress through small, targeted steps that build confidence and competence.
Improved oral language skills and vocabulary	• The proportion of disadvantaged pupils achieving age-related expectations in speaking and listening increases year on year. • Pupil voice, lesson observation and book scrutiny evidence demonstrate increased use of subject-specific and ambitious vocabulary by disadvantaged pupils. • Disadvantaged pupils participate confidently in structured discussion, debate and collaborative learning activities across the curriculum. • The attainment gap between disadvantaged and non disadvantaged pupils in reading and writing narrows, reflecting improved language acquisition

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 (for example, CPD, recruitment and retention)

Budgeted cost: £58,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on supporting children in class	Evidence shows that the quality of TA talk can support the development of independent learning skills (EEF)	1 & 3
RWI group and intervention	Regular, brief sessions with TAs who have received extensive training and where links are made with classroom teaching have been proved to have an impact	1 & 3
TA support in each classroom each morning to support high quality first teaching	By supporting TAs and Teachers to plan effectively together, learning can be enhanced through high quality language and the development of learning skills	2 & 3
Additional TA support in FS to support PP children	Research has shown the at improving the nature and quality of TAs talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes	1, 2, 3 & 4

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

Budgeted cost: £19,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support in the afternoons for children in KS1 and KS2	Evidence (EEF) shows that TAs delivering targeted interventions in 1-1 or small group settings shows a consistent impact on attainment of approximately 3-4 months progress	2, 3 and 4
Small group sessions to support targeted interventions	Evidence (EEF) shows that TAs delivering targeted interventions in 1-1 or small group settings shows a consistent impact on attainment of approximately 3-4 months progress	2, 3 and 4

Time to deliver diagnostic assessments to identify barriers and put support and adaptations in place	By identifying barriers, we can use better adaptations in class and target challenges and provide more precise 1:1 support	3

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

Budgeted cost: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y1 Protective behaviours work	EEF research says that a planned series of lessons should be used to teach skills in dedicated time	3
Wellbeing 1-1 workshops	A careful programme is in place to support children rather than waiting for 'crisis' moments	1 and 3
Wellbeing small group support	A careful programme is in place to support children rather than waiting for 'crisis' moments	1 and 3
Providing enrichment activities to engage children in learning	Where children are provided with experiences outside their usual pattern they are able to use these opportunities to support their writing and understanding of the world around them	1 & 5

Total budgeted cost: £86,470

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 2024-2025 academic year. To support children and academic standards the following interventions have been in operation - Language Adventurers (SALT), small group maths and English support, 1:1 maths and English support, Nessy, Plus One and Power of Two (1:1 maths), Toe by Toe (1:1 dyslexia support),

Raising Standards

Our 2026 data showed that we were in line with the national standards at EYFS and slightly below in Y1 phonic screening. Our 3-year average is in line with national. Although the results are lower this year, the result do reflect strong progress from starting points.

EYFS Data

	School	Herts	National
Good Level of Development	73.3%	73.7%	72.4%

4 children were classified as disadvantaged. 2 of the 4 reached a good level of development. One of the children has specific learning challenges and the other child missed out in reading and writing. He will be supported as he moves into Y1

Y1 Phonic Screening

	School	Herts	National
Y1 Phonics Screening	69.2%	83.5%	81.9%
Y2 Phonics Retake	100%		

There were 26 children in the cohort. Two children are working on a personalised curriculum and could not access the assessment. Each child represents 4%

There were 4 children identified as disadvantaged. 2 children achieved the phonic screening standard and 2 did not. The two that did not reach the standard made good progress with one of them only missing out by one point and the other increasing their score from 0 to 13.

KS1 There is no formal data this year. There were 6 children identified as disadvantaged. 100% of the children achieved the standard in maths. 50% achieved in reading.

KS2 Attainment	Reading	Writing	Maths
Met Expected Standard	93%	93%	93%

There were only 8 disadvantaged children in the year group last year. 7 out of 8 children met the standard in reading, writing and maths. 3 of the children achieved greater depth in maths and 2 reached greater depth in reading.

Emotional Wellbeing - Support

Some of the comments below have shown how the children's emotions changed because of wellbeing interventions.

These interventions include social skills (renamed My Best Me for this year), Brick Club (social, communication), 1:1 emotional support (ad hoc) and Drawing and Talking

Drawing and Talking /Social Skills
• The social skills group helped me to learn how to cope in situations. I enjoy coming out once a week. Mrs Holden is amazing and kind. The Sunshine room levelled up again – it's fun and calm. It makes me feel safe. • The Sunshine Room is a safe space. I feel like I can always come and talk to Mrs Holden. It definitely helps talking about my worries. If I didn't have anyone to talk to, I would feel scared. • I love talking to Mrs Holden. I wish I could talk to her all the time. • Drawing and Talking – you get to talk to someone about your drawings, and it calms you down. The room was a safe space for me to be myself and talk about the drawings. I loved doing it with Mrs Holden. I think it helped 100% and it made me feel happy. I love the Sunshine Room. It is a calm, nice and relaxing place to me. You don't feel stressed. • The Worry Box and the Sunshine room are the best things that help me in school that isn't learning based. It's the best to help with class breakdowns and helps me a million bajillion. Mrs Holden is infinity out of ten. It feels great knowing that it's there and Mrs Holden can help. • D&T – 'the transformation over the last few months have been absolutely huge….from up all night with panic attacks through to sleeping in his room, alone and without any issues.' 'It's so nice to have him back.'
Worry Boxes
Why did you use it? • I had a problem and wanted to talk to someone about it. • Because my worry was getting annoying and I needed help. • Because sometimes I feel really lonely, because no one really understands me, but talking about it really helps. • To tell my emotions to somebody I knew and could trust. • I felt like it was awkward talking to my parents. How has it helped you? • Just talking about it helped • I could talk through my worry and it helped me put my mind at rest. • It helped to talk about it and come up with some strategies for it to go away. • Talking is really helpful because you can find a solution and find another person who understands how you feel. • To take away my emotions and feel safe knowing I have someone to talk to What is good about it? • It lets you talk to a teacher privately (not in front of other people) • It's good you can do it without other people knowing. • If you write down your worry, you can choose what you do about your worry, and if you choose to talk – the teachers are really helpful and understanding. • It's good that you have someone to talk to anytime you need, and somebody will help you. • It feels better writing it down and knowing someone knows about your worry. Would you recommend it to a friend if they had a worry? • 100% of children responded yes or 'of course I would'