



Pupil Premium Strategy Report Statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	£84,138
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	£84,138

Part A: Pupil premium strategy plan

Statement of intent

At Ladbroke 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 When children do not attend school regularly, we find this has a profound impact on their learning and in turn their confidence. Our attendance data over the past 3 years has shown that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils in the school.
2	Attainment Children have gaps in their learning, especially in maths and writing, which are impacting on them making progress. Some disadvantaged pupils also have additional needs which makes learning more challenging.
3	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.

4	Lack of Experience In some families, due to low income, they are not able to provide children with a range of experiences which they can then draw on to make sense of the work around them. This can then limit them in the classroom.
5	Family Support In some families, education is not highly valued, or parents are unable to support children due to their own skills or equipment in the home.

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
High quality teaching for all children	• Strong progress achieved in English and Maths • Evidence of targeted support in class and its impact
Targeted intervention	• Gaps will have been closed in maths for targeted children • Confidence to tackle tasks will be established
Raise confidence – well-being	• Children talk positively about themselves and their abilities • Observations will show children more readily engaging in work/lessons
Support families	• Children's attendance will be strong though work carried out with key families • Homework to support learning is completed as parents have the tools to support this at home (hardware and advice/workshops) • Resources available to support the learning of children • Communication with parents is supportive and positive resulting in good attendance and support for children

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: £60,440

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 & 2
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 & 2
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	1 & 2
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 and 3

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

Budgeted cost: £20,454

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	1,2 and 3
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	1,2 and 3

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

Budgeted cost: £5,576

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
Supporting families so children can attend clubs	There is an established link between home learning environments at all ages and school performance Regular workshops to support parents can help improve outcomes Positive communication helps families feel part of the learning process	3, 4 and 5
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, 3, 4 and 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 2025 data showed that we were above the national standards at EYFS and Y1 phonic screening. This shows the impact of our early support which we hope will then have an impact on our KS1 and KS2 data moving forward

EYFS Data

	<u>School</u>	<u>Herts</u>	<u>National</u>
Good Level of Development	72.4%	69.7%	68.4%

3 children were classified as disadvantaged. 2 of the 3 of them achieved a good level of development. One had attendance issues at the start of the year, due to illness. This improved towards the end of the year

Y1 Phonic Screening

	<u>School</u>	<u>Herts</u>	<u>National</u>
Y1 Phonics Screening	96.7%	81.6%	79.9%
Y2 Phonics Retake	100%		

There were 6 children identified as disadvantaged. 100% of the children achieved the phonic screening standard.

KS1 There is no formal data this year. There were 4 children identified as disadvantaged. 3 out of the 4 children achieved the standard in maths and 100% of the children achieved the target in reading.

<u>KS2 Attainment</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Good Level of Development	90%	73%	90%

There were only 8 disadvantaged children in the year group last year. 6 out of 8 children met the standard in reading and maths. Two children achieved greater depth in reading. The two children who did not achieve the standard only joined the school towards the end of KS2. One in September of Y5 and one at the end of Y5. Both have EHCPs and made huge progress. Both narrowly missed the standard in reading by 1 mark. Five out of 8 achieved in writing. One of the children was a managed move to our school who had been home schooled for a period of time. This child achieved the reading and maths standard.

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 chose 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'