

Pupil Premium strategy statement: Judith Kerr Primary School

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EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Judith Kerr Primary School
Number of pupils in school	409
Proportion (%) of Pupil Premium-eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2024-2027
Date this statement was published	20.11.25
Date on which it will be reviewed	01.09.26
Statement authorised by	
Pupil Premium lead	Patrick Murphy

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£22,725
Recovery Premium funding allocation this academic year	n/a
Total budget for this academic year	£22,725

Current Attainment 2025	PP 2025 (2)	Non-PP 2025 (42)	PP nat ave
Proportion attaining expected standard in Reading	100%	98%	62%
Proportion attaining expected standard in Writing	50%	83%	58%
Proportion attaining expected standard in Maths	50%	90%	59%
Proportion attaining expected standard in Combined	50%	83%	45%

We have reviewed outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Reflection on 2024-25 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact
To improve the rates of reading in the bottom 20%	86% children achieved expected in phonics. 1 of the 2 PP children made the expected standard. All children in bottom 20% received early morning reading with class teacher – from 8:30am. This was extended for September 2025.
To close the gap between deprived and non- deprived children	50% of PP children met the expected standard in Writing and Maths, compared to 83% and 90% of non-pupil premium children. Of the two pupil premium children in the year group, one child achieved greater depth in all areas. The other child only made the expected standard in reading.
To improve the communication skills of the children in Reception	Overall GLD in Reception (2026) was 86%. 89% of children met GLD for Listening, Attention and Understanding. 88% of children met GLD for Speaking.

Current Challenges: key challenges to achievement that we have identified among our disadvantaged pupils

Detail of challenge
1. Our attendance was 95.7% for all pupils, however for pupil premium children it was 88.5%.
2. Our figure for pupil premium children was 88.5%% compared to 91.8% national. Nonetheless, we recognise the importance of children’s attendance and do all we can to improve it when it falls below expected levels.
3. Our children performed less well than non-pupil premium children last year. However, it should be noted that each child accounts for 50%.

Intended outcomes & how we will measure success

Intended outcome	Success criteria
For attendance of our PP children to be no lower than attendance for our non-PP children	Attendance of our PP children is at least in line with National and no less than our overall attendance figure
For attendance of our PP children to be ‘good’ compared to national data.	Attendance of our PP children is at least in line with National and no less than our overall attendance figure
PP children will all make good or better progress in reading, writing, maths and socially and emotionally.	All our PP children will make at least good progress from their KS1 data – with an aim that every PP child leaves us have met ARE at the end of KS2
All PP children will enjoy the wide range of enrichment activities we have on offer.	All PP children are fully involved in school life – including holding positions of responsibility.

All PP children will have the appropriate school uniform and necessary equipment.

All PP children have the appropriate uniform including PE kit and any essentials needed for residential and school trips.

Actions to address the challenges listed above.

Teaching Budgeted cost: £6,725

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
PP children will develop a love of reading through structured Reading lessons which offer them access to a wide range of literacy texts	PM/ AL	Data drop Meeting; Pupil Voice; CRD; Learning walks; Book looks	Termly
PP children will develop a love of writing through our quality curriculum which offers a wide range of writing genres and experiences	PM/AL	Data drop Meeting; Pupil Voice; CRD; Learning walks; Book looks	Termly

Targeted academic support: Budgeted cost: £11,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Ongoing CPD through Literacy Tree to ensure our teachers are delivering the best possible lessons to all children	PM/ RT	CRD; Learning walks; Book looks	Termly
Ongoing CPD through maths to ensure our teachers are delivering the best possible lessons to all children	PM/ EG	Data drop Meeting; Pupil Voice; CRD; Learning walks; Book looks	Termly
PP children are able to manage their mental health (Zones of Regulation) and emotions to enable them to be happy learners	PM/ SM/ TO	Pupil Voice;	Ongoing

Wider strategies: Budgeted cost: £5000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
All PP children will have access to quality 1:1 interventions in any area where they are not secure or indeed to move them onto deeper – these will be delivered by the CT	PM	Data drop meetings	Termly
PP Lead to work directly with all PP families to ensure they are involved in/ accessing all activities	PM	Clubs; Breakfast club; Trips; Residentials	Ongoing
HT to work directly with all PP families to ensure that the children are safe, happy, well fed and ready to learn each day	PM	Data drop meetings; Attendance is good for all PP children	Ongoing
HT to ensure that all PP children are receiving quality first teaching	PM	Data drop meetings	Ongoing

Total budgeted cost: £22,725

EVIDENCE SOURCE

[NFER – Deploying staff effectively](#)
[NFER – High quality teaching for all](#)
[EEF – Teaching and Learning toolkit](#)
[EEF- Teacher feedback to improve learning](#)
[EEF – Teaching and Learning toolkit](#)
[EEF – Metacognition & Self-regulated learning](#)
[EEF – Covid Catch up](#)
[Sutton Trust ‘Engaging Parents Effectively’](#)
[NFER- Addressing behaviour and attendance](#)
[NFER – Clear responsive leadership](#)

[EEF – Improving mathematics in KS2 & 3](#)
[NFER- Meeting individual learning needs](#)
[EEF – Effective Professional Development](#)
[EEF – Using digital technology to improve learning](#)
[EEF – Effective Professional Development](#)
[EEF – Putting evidence into work](#)
[EEF – Pupil Premium guide](#)
[EEF – Improving behaviour in schools](#)
[EEF – SEND in mainstream schools](#)