

Pupil Premium strategy statement: Judith Kerr Primary School 2026-2027

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
Number of pupils in school	393
Proportion (%) of Pupil Premium-eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2025-2026-2027-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	<i>Laura Green (Executive Headteacher)</i>
Pupil Premium lead	Sarah Meaden (Head of School)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£22,060

Current Attainment 2026	PP 2026 (2)	Non-PP 2026 (48)	Disadvantaged nat ave 2026
Proportion attaining expected standard in Reading	100%	96%	63%
Proportion attaining expected standard in Writing	100%	94%	62%
Proportion attaining expected standard in Maths	100%	98%	60%
Proportion attaining expected standard in Combined	100%	92%	49%
We have reviewed thoroughly outcomes for our disadvantaged students and have identified 4 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.			

Reflections on 2025-26 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.	
Intended Outcomes	Impact
For attendance of our PP children to be no lower than attendance for our non-PP children	Attendance of our PP children is not yet in line with the national average and was 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 not yet in line with the national average and was less than our overall attendance figure.
PP children will all make good or better progress in reading, writing, maths and socially and emotionally.	PP students are not yet consistently making good progress from KS1 to KS2. All PP students in Year 6 met at least the expected standard at the end of KS2 in RWM in 2025-2026.
All PP children will enjoy the wide range of enrichment activities we have on offer.	Most PP students 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 students have the appropriate uniform including PE kit and any essentials needed for residential and school trips.

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

Detail of challenge

1. There remains an attainment gap between PP and non-PP pupils across the school in RWM, including in the Early Years.
2. Disadvantaged children continue to be a priority for early reading and meeting the expected standard for the phonics check
3. The attendance for PP students was lower than non-PP pupils last academic year at 88.6% compared to non-PP at 95.6%. Persistent absence for PP (18.2%) was higher than non-PP (8%).

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Phonics outcomes for disadvantaged pupils will increase	There will be less than a 5% gap between PP and non-PP students passing the PSC. The % of students meeting the pass mark for the PSC will continue to be above national, and will increase from 95% in 2025-2026.
Reading, writing and maths outcomes for disadvantaged pupils will increase.	The attainment gap between PP and non-PP pupils will narrow in all subjects and groups, including EYFS in comparison to 2025-2026. The attainment of PP pupils will continue to improve to be above national. The % of PP pupils achieving GDS in KS2 will increase in comparison to 2025-2026.
Attendance for disadvantaged pupils will be in line with the whole school.	Attendance data will demonstrate that PP students' attendance is above national average. Attendance data will demonstrate that persistent absence of PP students is lower than national average. Attendance data will demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2025-2026 (7%).

Actions to address the challenges listed above.

Teaching Budgeted cost: £ 10,940

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>)
Improve quality of teaching and learning by developing staff's expertise in pedagogy and curriculum through bespoke & regular coaching sessions.	Head of School Assistant Head	Improved attainment of all students (tracked termly through assessment policy and procedures).	Assessment data reviewed termly by SLT and year group teams.

		Improved attainment and accelerated progress of PP students (tracked termly through assessment policy and procedures). Internal monitoring and quality assurance by Trust leaders demonstrate that teachers deliver high quality, well-planned provision that implements the principles of The Anthem Way.	
Continued investment in high-quality CPD for all staff based on improving outcomes across all subjects including a focus on the following: - GDS writers - Removing barriers to support language and literacy	Assistant Head	Improved attainment and accelerated progress of PP students (tracked termly through assessment policy and procedures). Improved attainment of all students (tracked termly through assessment policy and procedures). Internal monitoring and quality assurance by Trust leaders demonstrate that teachers deliver high-quality, well-planned provision that implements the principles of The Anthem Way.	Assessment data reviewed termly by SLT and year group teams. Weekly monitoring by leaders

Targeted academic support: Budgeted cost: £3270

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Phonics 1:1 intervention and booster programme for KS1 children not on track to pass the PSC	Phonics Lead	Phonics data is above 2025-2026 and significantly above national average.	Assessment data reviewed every 6 weeks by leaders and year teams. Fortnightly monitoring by leaders.

Additional reading programme for students in Year 3 who are not yet fluent readers, prioritising PP.	Reading Lead	Improved attainment of all students (tracked termly through assessment policy and procedures).	Assessment data reviewed termly by SLT and year group teams.
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Wider strategies: Budgeted cost: £ 7850

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Utilise the EWO and provide additional capacity to the attendance team to develop an attendance strategy.	Attendance & Admissions Officer Head of School	Attendance data will demonstrate that PP students' attendance is above national average. Attendance data will demonstrate that persistent absence of PP students is lower than national average. Attendance data will demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2025-2026 (7%).	Termly – SLT to review attendance
Develop provision for staffing to deliver extracurricular/SEMH activities for students before school for targeted pupils to encourage regulation strategies and attendance.	Inclusion Lead Head of School	Student survey demonstrates that students feel supported and demonstrate an understanding of their wellbeing and how they are supported at school. Attendance data will demonstrate that PP students' attendance is above national average. Attendance data will demonstrate that persistent absence of PP students is lower than national average.	Termly – SLT to review impact of additional support on students' behaviour and attendance data and student survey.

		Attendance data will demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2025-2026 (7%).	
Implement Thrive interventions for targeted students, prioritising PP	Deputy Head	Student survey demonstrates that students feel supported and demonstrate an understanding of their wellbeing and who can support them and how they are supported at school.	Termly – SLT to review impact of interventions through Thrive assessments, behaviour and attendance data and student survey.

Total budgeted cost: £22,060