

Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery premium/National Tutoring Fund for three academic years (2024-25, 2025-26, 2026-27) 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	Stillness Junior School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	9% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 2025-26, 2026-27
Date this statement was published	Reviewed document published November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mitzi Nichol, Headteacher
Pupil premium lead	Zoë Renner-Thomas, Deputy Headteacher
Governor / Trustee lead	Gloria Lowe, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
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	

Part A: Pupil premium strategy plan

Statement of intent

At Stillness Junior School we have designed our curriculum with the following main goals in mind:

- To encourage pupils to become ambitious, curious learners who can make a positive contribution to the school and local community.
- To develop pupils' skills and knowledge by providing a coherent, progressive curriculum.
- To build rich 'cultural capital'.
- To ensure learning experiences are memorable and aid long-term retention.
- To develop word power among our pupils so they are well equipped with a wide range of vocabulary

It is important to us to make sure that our whole school community is able to benefit from, and access, the above goals regardless of any additional need or disadvantage. As a school team, we are dedicated to ensuring this equity of access. Every member of our community is treated as an individual without assumptions being made about the impact of any disadvantage.

Our school values and aims underpin our curriculum and strongly contribute to all pupils receiving an effective education that enables them to achieve highly. Our knowledge engaged approach to learning promotes communication, problem solving and creativity. We welcome and celebrate differences and strive to ensure pupil's wellbeing and safety is implicit in all that we do.

When developing the school's curriculum, we decide on the 'important knowledge' and 'key vocabulary' that pupils should learn. We build upon prior knowledge and make links to prior learning. This leads to a vertical accumulation of skills and knowledge. Lessons are carefully sequenced to ensure that learning is revisited, deepened and used as a basis to acquire new learning. Appropriate experiences are planned to aid understanding and move the learning from the short to the long-term memory.

All of our pupils are provided with plenty of opportunities to gain cultural capital by being exposed to a range of cultural experiences and vital background knowledge required to become active, informed, thoughtful citizens. We aim to use our local community effectively and want children to be aware of the fantastic opportunities that living in London offers. It forms a key part of our strategy to ensure that all children can access these opportunities regardless of any disadvantage.

All year groups partake in a wide range of visits and workshops. Some examples include Science week, E-safety day, Anti-bullying and Children's Mental Health etc. Stillness proactively looks for opportunities to welcome parents and carers to take part in children's learning and experiences. This includes parent workshops in addition to utilising the skills and expertise that our parents offer to further enhance the curriculum. These memorable learning experiences broaden their horizons and encourage them to tackle new challenges and be fearless of what is new or unknown.

Our strategy is integral to wider school plans for education recovery and is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF), notably in its targeted support for support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Lower percentage of Pupil Premium children meeting age related expectations compared to non-Pupil Premium
2	Lower percentage of Pupil Premium children exceeding age related expectations
3	Gaps in children's knowledge due to poor attendance due to emotional based school avoidance and social, mental, emotional and health challenges faced by Pupil Premium children in particular.
4	Increase in children experiencing social, mental, emotional and health challenges.
5	Narrower range of extra curricular experiences
6	Higher percentage of PP and SEND children in Years 5 and 6

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. They will be reviewed annually within the time period covered by the strategy.

Intended outcome	Success criteria
Increased percentage of Pupil Premium children meeting age-related expectations compared to non-Pupil Premium children by July 2025 and each July for the time period covered by this strategy.	- Formative and summative assessments will reflect increased percentages year on year in English and Maths in July 2025 and throughout the strategy time period. - Formative and summative assessments in Foundations subjects will reflect increased percentages in July 2025 and throughout the strategy time period.
Increased percentage of Pupil Premium children exceeding age-related expectations compared to non-Pupil Premium children by July 2025 and each July for the time period covered by this strategy.	- Formative and summative assessments will reflect increased percentages year on year in English and Maths in July 2025 and throughout the strategy time period. - Formative and summative assessments in Foundation subjects will reflect increased percentages in July 2025 and throughout the strategy time period.

Children who have been most affected by poor attendance will have gaps in their knowledge filled.	- Formative and summative assessments will reflect increased percentages year on year in English and Maths in July 2025 and throughout the strategy time period. - Formative and summative assessments in Foundations subjects will reflect increased percentages in July 2025 and throughout the strategy time period.
Pupils with specific social, emotional and behaviour and health needs are identified early and provided with appropriate interventions.	Identification of children with SEMH needs happens in a timely manner to ensure that the whole child is supported.
To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils.	- Pupils will report that they know how to manage their own wellbeing and where to go for support. - Data from teacher feedback, inclusion meetings and assessments will show children are making progress with independent learning skills.
All children will have access to a range of extra curricular activities and cultural capital	- All children will take part in the enrichment programme and have the opportunity to experience different learning and skills from outside the formal curriculum. - All children will have access to trips and residential school journeys.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Appoint and retain experienced teachers to raise quality of teaching and learning.	Spending on developing high quality teaching may include investment in professional development, training and support for Early Career teachers and their mentors. Ensuring that teaching is of a high quality will improve outcomes for all children including children in receipt of the Pupil Premium Grant and is an effective use of the funding. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3
Salary Contribution for Deputy Head PPG Lead Meet with staff and talk through the needs of the children in receipt of PPG. Meet with parents as appropriate. Make informed decisions about the use of the funding to impact all children but especially the children in receipt of the grant.	Ensuring that one person has a wider school view and how various different aspects of school life has different impacts for children who are in receipt of the pupil premium funding allows it to be at the forefront of leadership decisions. There are a number of children who are disadvantaged socially and economically but may not be in receipt of the benefits that entitle their family to receive pupil premium funding. Good leadership alone will not close the gap for these children but will help to embed an ethos where the needs of these children are at the forefront of teacher's and other school staff's minds. https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/ce/ce5195c9-e647-4efc-b43b-f6ddd0bacca4.pdf	1-6
Training for staff CPD for staff will be based on the needs of all	'it is arguable the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not	1-6

children and to help equip staff to ensure better outcomes for all children.	fixed: teachers can be improved, and they can be improved via effective professional development. Rauch and Coe (2019), quoted in https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development If Quality First Teaching is our primary objective then developing staff in order to improve the quality of QFT must be a priority.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary Contribution for Learning Mentor Targeted support for pupils to help them with emotional regulation, to support during times of need for the family or the individual pupil – emotionally regulated and stable learners will have more success. All CLA and PCLA have dedicated time with the Learning Mentor throughout their time at Stillness Juniors.	Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity. Designated Teacher Training Course, March 2021, Croydon Virtual School https://www.mentoring.org/mentoring-impact https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	4
Additional Learning resources Guided reading books Times Table Rock Stars subscriptions SEND resources	Guided reading books Times Table Rock Stars subscriptions White Rose Maths and Science Subscriptions SEND resources https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Attendance team meetings SLA with LA Letters and meetings with parents	Strategies such as Quality First Teaching and interventions can only be successful when learners have stable attendance. Ensuring stable attendance through close monitoring and supportive meetings with parents is therefore a priority. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	4
Engaging parents Increasing parent engagement through continued communication and listening and acting upon feedback	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4, 5
Opportunities for enrichment and extra curricular activities Increase availability of trips Enrichment programme	We are very keen to ensure an equity of opportunity for all of our children regardless of the socioeconomic situation of their family. It is vital that the aspirations of all children are high so that children push themselves to be the best they can be.	4, 5

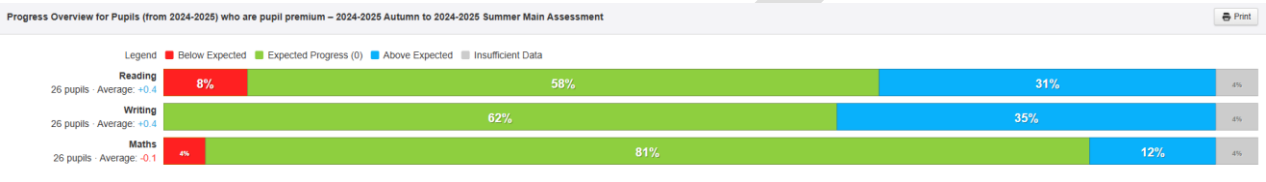
Total budgeted cost: £

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 to 2025 academic year.

The majority of children in receipt of pupil premium made expected or accelerated progress from their starting points in the Academic year 2024-2025.

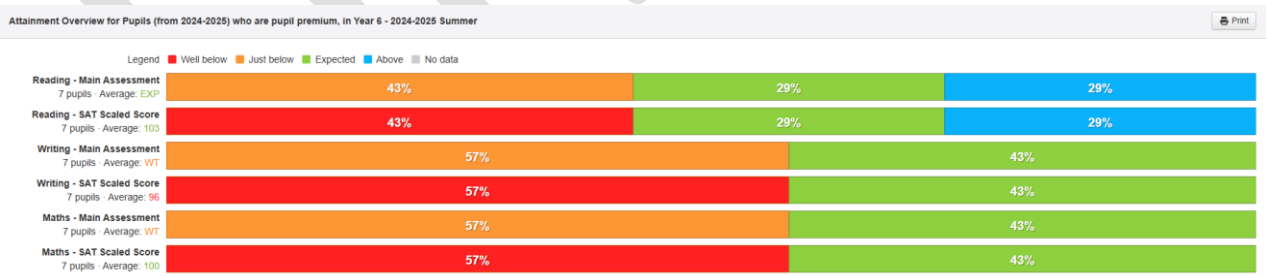


Attainment points for these children are lower as there is a significant crossover between children with additional needs (working outside of their chronological age group) and children in receipt of pupil premium. During the academic year 2024-25 46% of our children who were in receipt of the pupil premium were also on the SEND register.

End of KS2 data

Data shown is for our pupil premium children only.

In 2024-25 there were 7 children in Y6 who were in receipt of the pupil premium grant. 5 of those children (71%) were also children with SEND.



We are proud of the progress that all of our children in receipt of pupil premium funding have made from their individual starting points.

Behaviour

We have implemented CPOMS as our Safeguarding and Behaviour recording software. This has enabled us to pinpoint children who need additional support to work within our

behaviour policy and those children who need a different behaviour plan. This has also meant that we can target Learning Mentor support swiftly to the children who need it.

Interventions

We have a strong program of interventions being run through our Inclusion Department including Toe by Toe, Word Wasp, RML and phonics. Provision maps are updated half termly and monitored by the Inclusion Department.

Attendance

Attendance for the children in receipt of pupil premium funding was stable at 91% compared to 96% for the whole school in 2024-25 and remains a priority in order for it to remain so.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Google Classroom Online Platform	Google
Third Space Learning	Third Space Learning
Times Tables Rockstars	Maths Circle Limited
Inclusion Outreach Service	Lewisham
Attendance Service	Teams EWS Ltd
Insight Tracking	Insight
White Rose Maths: Scheme of Work	White Rose
White Rose Science: Scheme of Work	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A