



Pupil premium strategy statement

Whitstable and Seasalter Endowed Church of England (Aided) Junior School.

This statement details our school’s use of Pupil Premium (and Recovery Premium for the 2025 to 2026 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	Whitstable and Seasalter Endowed Church of England (Aided) Junior School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2025/2026-2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ellen Taylor
Pupil premium lead	Janine Hewitt
Governor lead	Mary Soutar

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£76,695
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£76,695

Part A: Pupil premium strategy plan

Statement of intent

Our Vision and Values

Love * Learning * Laughter

'Let Your Light Shine'

Matthew 5: 14-16

As a school family, living and learning with a thirst for knowledge, we delight in everyone's achievements, sharing joy and laughter along the way.

Within the love of God, we nurture aspirations and celebrate each other's individuality, enabling all to flourish.

We let our lights shine in school, our community and the World beyond.

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Love, Learning and Laughter and everything we do is encompassed by our Christian Values which bind us together in God's love: love of God, love of one another and love of life itself.

Our Christian Values are [Love, Joy, Goodness, Resilience and Trust](#)

Through the vision we value, this plan will enable us to nurture all our disadvantaged children to achieve their potential and be ready for the next stage in their educational journey and life beyond their time at our school and raise their aspirations to strive to be the best they can be in all aspects of life.

Our Pupil Premium aims to allow all our disadvantaged children access to our broad and balanced curriculum. Our plan aims to overcome the barriers and challenges our disadvantaged children face in their school and family lives. We aim to address the challenges of social and emotional health and raise self-esteem, building a resilience in our disadvantaged children to enable them to enjoy learning. We will equip them with new positive techniques and strategies to allow them to apply these at school and home.

Whole school approaches to relationships between our staff and children and their peers and staff feedback to children, will allow our disadvantaged children to feel respected and included in all aspects of school life. Their enjoyment and enthusiasm of learning will grow and 'Love, Learning and Laughter,' will live in all our children.

Our Pupil Premium aims to bring the attendance of our disadvantaged children in line with their peers through our school FLO offering help, love and support to our school families and signposting to outside agencies when required. The FLO monitors children's attendance and contacts parents to promote engagement.

Our Pupil Premium aims to offer CPD to staff members who work with our disadvantaged children. This will break down social and emotional and mental health barriers, help build resilience and trust in our learners and develop staff members to become leaders in trauma and mental health, making all staff effective in nurturing our disadvantaged children.

Our Pupil Premium aims to close the gap in attainment for our disadvantaged children in reading, writing and maths. Through quality teaching, targeted interventions, pre and post teaching and phonics sessions and wellbeing support, we aim to provide all our disadvantaged children the access and opportunities to enjoy success and close the gaps in these subjects to bring our disadvantaged children's attainment in line with their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																																																																						
1	<p>Social Emotional and Mental Health: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted. Discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities and due to neurodiversity struggles towards school life.</p>																																																																						
2	<p>Speech and Language: Assessments, observations and discussions indicate that children’s speech and language difficulties is impacting on their social communication skills as well as their cognitive and academic development. These are evident from Year 3 to Year 6 and in general are more prevalent among our disadvantaged pupils than their peers.</p> <p>December 2025: 62% of our disadvantaged children have Speech, Language and Communication needs.</p>																																																																						
3	<p>Attendance:</p> <p>Years 2023/2024 All Years 94.01% and for disadvantage 88%</p> <p>Years 2024/2025 All Years 94.5% and for disadvantage 89.7% with persistent absence being 44% due to SEMH</p>																																																																						
4	<p>Attainment:</p> <p>Raise attainment for all pupils:</p> <table border="1"> <thead> <tr> <th colspan="5">2024-25 Pupils achieved Expected or above</th> </tr> <tr> <th></th> <th>No of pupils</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>60</td> <td>41</td> <td>40</td> <td>46</td> </tr> <tr> <td>Disadvantaged</td> <td>14</td> <td>7</td> <td>8</td> <td>10</td> </tr> <tr> <td>Non-disadvantaged</td> <td>46</td> <td>34</td> <td>32</td> <td>36</td> </tr> <tr> <td>Year 4</td> <td>57</td> <td>46</td> <td>45</td> <td>44</td> </tr> <tr> <td>Disadvantaged</td> <td>10</td> <td>5</td> <td>4</td> <td>4</td> </tr> <tr> <td>Non-disadvantaged</td> <td>47</td> <td>41</td> <td>41</td> <td>40</td> </tr> <tr> <td>Year 5</td> <td>55</td> <td>36</td> <td>38</td> <td>43</td> </tr> <tr> <td>Disadvantaged</td> <td>7</td> <td>5</td> <td>4</td> <td>4</td> </tr> <tr> <td>Non-disadvantaged</td> <td>48</td> <td>41</td> <td>34</td> <td>39</td> </tr> <tr> <td>Year 6</td> <td>60</td> <td>50</td> <td>38</td> <td>50</td> </tr> <tr> <td>Disadvantaged</td> <td>9</td> <td>3</td> <td>2</td> <td>5</td> </tr> <tr> <td>Non-disadvantaged</td> <td>51</td> <td>47</td> <td>36</td> <td>45</td> </tr> </tbody> </table>	2024-25 Pupils achieved Expected or above						No of pupils	Reading	Writing	Maths	Year 3	60	41	40	46	Disadvantaged	14	7	8	10	Non-disadvantaged	46	34	32	36	Year 4	57	46	45	44	Disadvantaged	10	5	4	4	Non-disadvantaged	47	41	41	40	Year 5	55	36	38	43	Disadvantaged	7	5	4	4	Non-disadvantaged	48	41	34	39	Year 6	60	50	38	50	Disadvantaged	9	3	2	5	Non-disadvantaged	51	47	36	45
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5	<p>Curriculum: To ensure that the curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected activities. Cultural capital for pupil premium children is limited. Children are therefore missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.</p>
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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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, increasing their resilience and readiness to learn.	<p>Sustained high levels of well-being by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, teacher observations and parent feedback. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Improved attendance and punctuality, particularly among disadvantaged pupils.
To provide support for speech, language and communication difficulties for example, development language disorder (DLD), speech sounds, selective mutism and improve vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved use of vocabulary among disadvantaged children.</p> <p>Increased confidence in communication.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> • Engagement in lessons. • Book scrutinies. • Formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being over 95%.
To improve attainment in all subjects for all children, particularly our disadvantaged pupils at the end of Key Stage 2.	<p>KS2 reading/writing/ maths outcomes by 2027/28 show that more than 85% of disadvantaged pupils have met the Expected standard.</p>
For our curriculum to provide opportunities for disadvantaged pupils to gain cultural	<p>Pupil conferencing evidences disadvantaged children’s engagement in all areas of school activities.</p>

capital through carefully selected opportunities across the curriculum.	Clubs and activities are promoted and signposted for disadvantaged children and attendance of disadvantaged children accessing these. Forest school at the Beach for all children to access.
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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: £2,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of TES Global tests to use each summer in years 3-5 to gain nationally standardised levels for children.	Standardised tests can provide reliable insights into the specific strengths and weakness of each pupil to help ensure they received the correct additional support/intervention. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Focus on our Maths Curriculum. Looking at supporting disadvantaged children by accessing Numberstacks programme.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf	4, 5
Explore more resources to purchase and use at breaktimes to enhance social communication skills.	Outdoor learning promotes high levels of oral language in a context different to school. It also promotes physical development and wellbeing. Outdoor Learning Policies England Learning through Landscapes (ltl.org.uk)	1, 2, 3, 4, 5

<p>Areas in the curriculum allowing for breadth and balance.</p> <p>Inspirational learning opportunities provided for all children irrespective of background or financial means (trips, music lessons, experiences, guest visitors/speakers, residential)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embed the quality of social and emotional learning.</p> <p>Develop the sensory room so that there is a calm area for children to use.</p> <p>Whole school approach to relationships between staff and children; based on a restorative approach.</p> <p>Aiming to develop a positive school ethos, which also aims to support greater engagement in learning.</p> <p>Review of Relationships policy.</p>	<p>There is extensive evidence associating social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

<p>Whole school approach to writing.</p> <p>Internal writing moderations are held each term to focus assessment judgements.</p> <p>English leader to lead training and updates. For staff to be provided guidelines to develop writing and age-appropriate assessment judgements.</p> <p>An agreed writing assessment tool is used and is ongoing throughout the school year.</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of a Speech and Language Therapist to support children and upskill teachers and support staff, 1 day a week in terms 1 and 2, fortnightly terms 3-6.</p> <p>Encouraging children to articulate key ideas,</p>	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF evidence shows that small group intervention adds +4 months of additional progress. These groups will be closely targeted to children’s needs and well informed by ongoing diagnostic assessment.</p>	<p>1, 2, 4, 5</p>

<p>consolidate understanding and extend vocabulary. Supporting children in social situations so that they are confident in making conversations, making new relationships within peer groups and contributing in discussions in the classroom and beyond.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Employ two HLTA to target support teaching and learning.</p>	<ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4, 5</p>
<p>Interventions small group/1:1 support informed by progress data and delivered by teachers/HLTA/TAs.</p>	<p>There is extensive evidence associating social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>1,2,4,5</p>

	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Family Liaison Officer and Counsellor.	<p>The EEF Guidance reports advises schools to “critically review how they work with parents”.</p> <p>Training and development within the FLO role will enable the school to develop a clear strategy about how they work with parents to improve the outcomes of children. A single point of contact for parents, regarding their child’s attendance, will ensure that interactions remain as positive as possible and any challenge to parents comes from a relationship based on mutual trust and respect.</p> <p>Research shows moderate impact of social and emotional intervention on pupils’ academic outcomes (+4 months).</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 3, 5
School counsellor (Spurgeons) to run 1:1 sessions for referred children for 1/2 day per week Terms 1-3.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1
To provide financial support to identified families to ensure that all disadvantaged	<p>“Teaching with Poverty in Mind” talks about the importance of experience to ensure that all children have a starting point for remembering more knowledge. This also provides children with events to talk about. We provide vital shared experiences for all</p>	1, 3, 5

children can fully access the curriculum such as help towards uniform, school dinners, trips etc	children and this strategy will ensure that all disadvantaged children can access our core offer.	
Educational Psychologist - Educational Psychologist employed by school 3 days over the year completing assessments or training as needed	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1,2, 4, 5
Contingency fund for acute issues	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1
Implement procedures in order to improve attendance. FLO to monitor daily and meet with HT weekly.	Follow guidance to: <ul style="list-style-type: none"> • Maintain high levels of school attendance • support that should be provided to families, including for pupils who are persistently or severely absent or at risk of becoming so • provide details of attendance legal interventions available to schools • provide details of what schools are required to record in the attendance and admission registers https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1,3,4,5
Light House Keepers Club (After school club) support with the offer of reduced price after school club care for disadvantaged families trying to meet the needs of their working and studying patterns. Free after school club may be offered to identified families to help with	<ul style="list-style-type: none"> • Good quality wraparound childcare has a positive impact on children's outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills. • Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2- point higher total score in their KS2 assessments in English, maths and science at the end of primary school. 	1, 4, 5

<p>homelife and families in crisis.</p> <p><i>NB This offer is reviewed annually and may be withdrawn in line with the main School Budget set and communicated to parents with reference to our Charging and Remissions Policy.</i></p>	<ul style="list-style-type: none"> • Research also shows that children who participated in organised sports and physical activities at any time during primary school had better social, emotional and behavioural skills than those who did not take part. The findings took into account background factors such as child gender, ethnicity, age and family structure, as well as parental income and occupational class: <p>The value of after school clubs for disadvantaged children: Report template long (nuffieldfoundation.org)</p>	
<p>Clubs, trips, music lessons and swimming which incur costs subsidised for those pupils eligible for PP.</p> <p><i>NB This offer is reviewed annually and may be withdrawn in line with the main School Budget set and communicated to parents with reference to our Charging and Remissions Policy.</i></p>	<p>Some pupil premium families are unable to access enrichment activities. The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.</p>	1, 3, 4, 5
<p>The cost of uniform subsidised for those pupils eligible for Pupil Premium should they require support</p>	<p>EEF: Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	1

Total budgeted cost: £77,085

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 Sept 2024 to Sept 2025 academic year.

1 SEMH: More children have been affected by anxiety, which has impacted upon attendance, lateness and worries about learning. Our counsellor saw five children a week. This is helped in supporting SEMH, along with in house interventions such as Hot Chocolate Club, Nurture Lunchtime support, PAT dog, 1:1 support etc. This is already making a good impact on attendance.

De-escalation and Restorative Approaches whole school training booked for 24th November 2025 INSET day.

2. Speech and Language Therapy: The regular and consistent approach from our Speech and Language Therapist has shown that children are making great progress with their speech, language and communication skills, which can be seen back in the classroom. Individual staff have been trained by the therapist to give ongoing support to children, outside of the therapy sessions. Parents receive weekly reports from the therapist. All children have made/are making significant progress.

Our new intake of Year 3 children, in September, displaying Speech and Language difficulties, or have had history of Speech and Language Difficulties, have been assessed and having Speech and Language therapy.

Through transition conversations with SENCOs and Year 2 teachers and through looking through children's files, we have identified children who may benefit from Speech and Language Assessments. Consent forms to parents to be sent out and Speech Therapist to prioritise these assessments in September. Speech Therapist to be in school weekly September to December and fortnightly from January 2026 to July 2026.

3. Attendance: Regular attendance meetings and interventions to support attendance is in place.

Years 2023/2024 All Years 94.01% and for disadvantage 88%

Years 2024/2025 All years 94.5% and for disadvantage 89.7% with persistent absence being 44% due to SEMH

4. Attainment

2024-25 Pupils achieved Expected or above				
	No of pupils	Reading	Writing	Maths
Year 3	60	41	40	46
Disadvantaged	14	7	8	10
Non-disadvantaged	46	34	32	36
Year 4	57	46	45	44
Disadvantaged	10	5	4	4
Non disadvantaged	47	41	41	40

Year 5	55	36	38	43
Disadvantaged	7	5	4	4
Non-disadvantaged	48	41	34	39
Year 6	60	50	38	50
Disadvantaged	9	3	2	5
Non-disadvantaged	51	47	36	45

5. Curriculum: Forest School at the Beach has continued. This is having a positive impact on wellbeing, curriculum attainment and attendance.

Trips this year to enhance topics have been successful in bringing learning to life.

Programmes Literacy Assessment Toolkit, Times Table Rockstars, White Rose Maths and Nessy continue to support learning.

Nurture Club to continue at lunchtime to support SEMH as well as a new lunchtime club, Lifeboat Club, for those children who struggle with social interactions. Led by two adults, enrichment activities to support and boost morale to be planned.

TAs to support SEMH needs in class so children are more regulated and ready to learn.

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
Literacy Assessment Toolkit	Edu key
Times Table Rockstars	Maths Circle Ltd
White Rose Maths Premium Resources Centre	Trinity MAT
Nessy	Nessy Learning

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Strong ethos of 'Let Your Light Shine' and on Love, Learning and Laughter.

After School clubs -Leaders at all levels, understand the importance of ensuring progress for the most disadvantaged and vulnerable children in our care. This whole school, shared thinking has a powerful impact on the mind set of our disadvantaged children. After school clubs are a key element of our school provision. School clubs are organised to ensure that they are matched closely to the needs of our most vulnerable children. They focus on creating a sense of belonging, pride, self-esteem and confidence. Clubs enable us to learn about individual talents and encourage children to pursue wider interests that they may have.

When we considered the most effective way to use our pupil premium grant, Whitstable and Seasalter Endowed Church of England (Aided) Junior School has followed the guidance and research of the Educational Endowment Foundation, as advised by the DfE.

This recommends that schools adopt a tiered model, which focuses on:

- Whole-school approaches which support high quality teaching and learning, assessment and feedback and transition support
- Targeted approaches providing evidence-based intervention programmes where needed.
- Wider strategies tackling non-academic barriers to success in school, such as attendance, behaviour and social, emotional and mental health.

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>