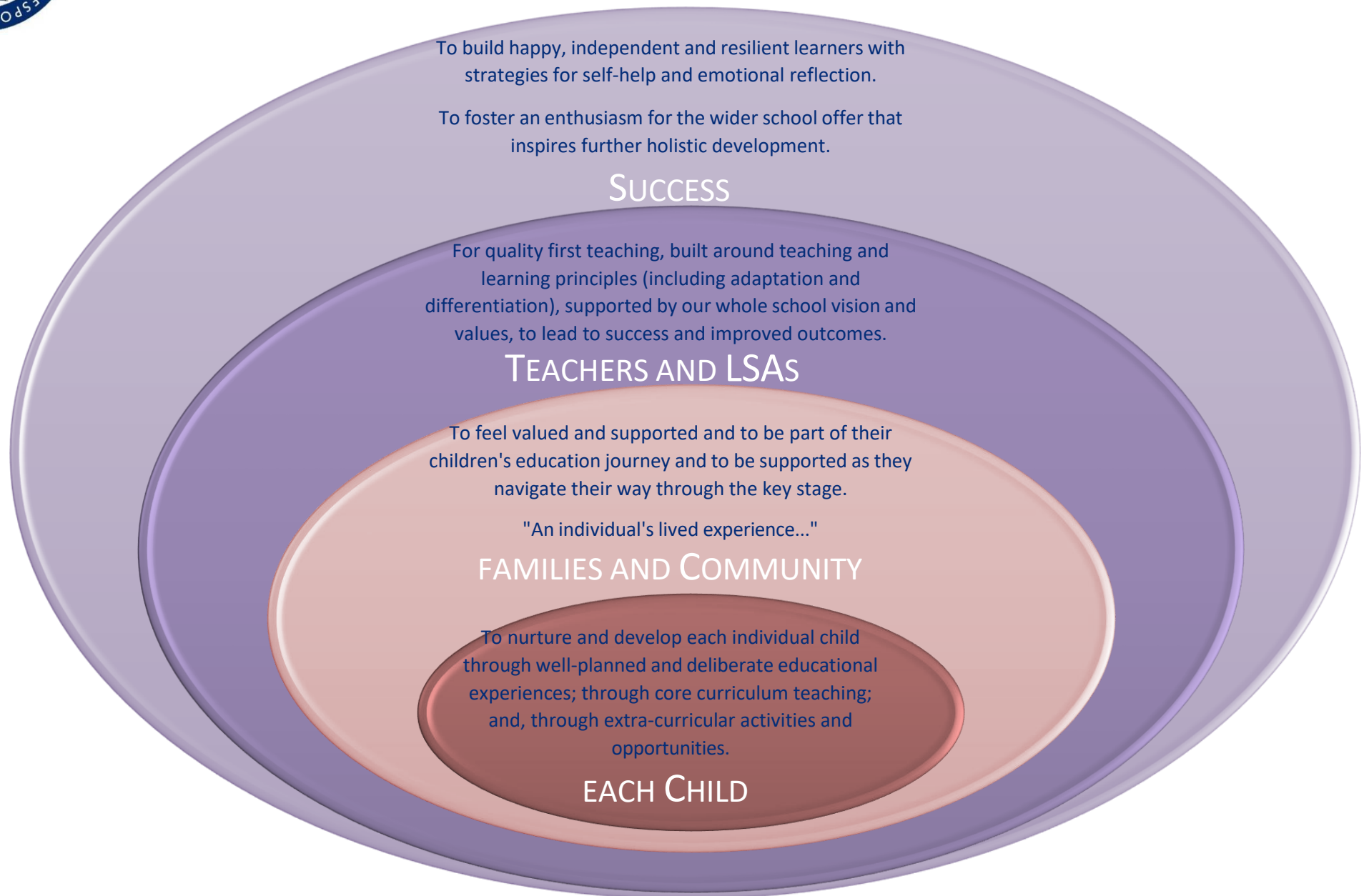




OUR AIMS AND ASPIRATIONS ARE FOR ALL OF OUR DISADVANTAGED CHILDREN TO SUCCEED AND THRIVE AS A RESULT OF OUR WHOLE SCHOOL CULTURE AND VALUES





CUPERNHAM JUNIOR SCHOOL 2024-2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	May / June/ November 2026
Statement authorised by	Mr Simon Frost
Pupil premium lead	Mrs Laura Francis
Governor	Miss Hayley Clark



FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
2025-2026 - FSM	£34,431
Post - LAC	£0
Services	£700
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,750

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

We want educationally disadvantaged pupils to thrive as a result of our whole school culture.

- **We believe at Cupernham Junior School that Inclusive education is about creating a school where every child can access high-quality learning in a way that works for them. It's about thinking strategically, planning ahead, and building an environment that works for the full mix of learners in any classroom.**
- **We see inclusive education as a whole-school commitment that threads through every layer.**
- As a school we are committed to providing the best possible education for all of our pupils to fulfil their potential so that they make the most of life's chances and the opportunities it offers. At Cupernham Junior School we are proud of our focus on children as individuals, and work in partnership with parents to ensure that every child receives the emotional, social and educational support that they need in order to feel fulfilled throughout their school education.
- We have high aspirations and ambitions for all children. We are determined to use all resources at our disposal to give every child the chance of realising their potential, through a relevant, rich, broad and stimulating curriculum offer. We expect all children to engage in all aspects of school life equally. This means that we positively provide experiences for all children such as access to the curriculum enriched activities, Forest School, visits and visitors and residential. High-quality inclusive teaching is at the heart of our approach to all teaching. We are adaptable within our approach so that we can respond to challenges and individual needs.
- Funding will also support extended coverage of our newly appointed Assistant Head teacher's groups, (AHT), Inclusion Team: Family support coordinator and ELSA, who act in both pastoral and mentoring roles, working with children inside and outside the classroom. These important pastoral roles ensure that children are in the best possible frame of mind to approach their learning

Cupernham Junior School the aims and aspirations for our disadvantage children are:

- To narrow (and ultimately close) the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make at least expected (if not accelerated) progress
- For all children to attend school (in line with national expectations)
- To support and positively promote our children's health and wellbeing and promote resilience

We aim to do this through:

- Ensuring all staff are aware, understand and plan to meet the needs of our disadvantage
- Ensure all staff are aware and plan to overcome barrier to success
- Quality first teaching – adapting to meet the needs of individuals; with high quality CPD
- Creating an ethos of belonging through our newly shared Vision and Values
- Working with families of disadvantage children so that all those around each child are working effectively together



CHALLENGES & INTENDED OUTCOMES

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

Challenge number		Detail of challenges & Intended outcomes
1	Low Attainment All pupils receive high quality first teaching and, as a result, make good progress.	- Ensure that progress is strong for children entitled to the pupil premium, with a focus on the lowest 20% and those working at the expected standard. We want all disadvantaged pupils make good or better progress and attainment compared to their peers - Data indicates writing attainment is below that of reading and mathematics impacting negatively on combined attainment at the end of the key stage 25% children entitled to Pupil Premium funding are on the SEND register + 7% are EHCP – Early intervention and adaptive teaching strategies will be further developed and implemented so all children can access the learning in lessons
2	Quality of teaching through rigorous coaching and support and through a new assessment system. Effective impact of LSAs in and out of the classroom	- Further develop high quality teaching (coaching) and the curriculum in light of a new assessment programme, to ensure it is successfully adapted, and designed to meet the needs of pupils with pupil premium funding - A continued focus on the effective impact of LSAs in the classroom and in delivering relevant interventions to close the gaps
3	Attendance, learning behaviours Pupils are able to engage in their learning and make progress	- Improve attendance for disadvantage children so that it is in line with national average. - Ensure consistent use of 2024 Vision and Values culture, so that all children including those entitled to the pupil premium are happy in school and pupils are able to regulate their behaviour. - Disadvantage children also to develop strong learning attributes. Our evidence and observations indicate that our children do not always have an awareness of what need to know or how to complete tasks in the most efficient way. They can find it more challenging to work independently and resiliently than non-disadvantaged children.
4	Pupils are able to engage in their learning and make progress because of pastoral support that is in place.	Continue to develop and promote well-being opportunities to support Social, Emotional and Mental Health needs of pupils, to help aid resilience.
5	Parental engagement School is able to engage families and ensure they feel supported and part of the school's community	Continue to develop parental links and ensure communication is clear and accessible for all parents. Increased parental engagement of disadvantaged families and ensure they feel supported by the school



ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

TEACHING

Budgeted cost: **£40,627**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued increasing access to the highest quality of teaching for all disadvantaged pupils £12,271	Continuation of the DHT providing high quality coaching across the school for ECTs following the My Ambition programme. The AHT provides coaching for teachers with a particular focus this year on the HTLAs (3) in this academic year 2025 – 2026. Focusing on classroom management strategies and instructional modelling in RE, music and French <i>EEF: Coaching programmes to support excellent teaching practice across the school The National College of Teaching recommends coaching as an effective form of collaborative professional development. It instils a culture of continuous improvement across the school and provides a supportive environment in which staff can learn.</i>	1, 2
2024-2025 A range of targeted CPD to enable teachers and support staff to be effective practitioners.	AHT appointment continues to have the capacity to lead on teaching and learning - Principles in Practice. With support from HT/DHT is beginning to embed a consistent approach across the whole key stage. This project has been put together by all staff and was launched 09/25 – it will form part 2025-26 PDMs and staff appraisal process Autumn/Spring term 2025/26 CPD: Writing long term journey completed last year and planning securely in place; Writing lead continues to lead	1, 2

To gain a deeper understanding of adaptive teaching and AFL strategies to meet individual needs; recording on EduKey and DC Pro 2025 – 2026 Devolved leadership to increase responsibility and accountability across the SLT and middle leader team £13,596	staff on making adaptations for pupils and supporting teacher in moderation of writing tasks and setting next steps • PDM – building on from last year’s introduction to adaptive practice: : IL + SENDco and supporting teachers to identify vulnerable groups; ensuring early identification, rich tasks and variation –Monitor Edu key; to gather momentum and become embedded in teachers’ practice (3 PDMs) ; PLP meetings with parents continue to be informative and effective in sharing pupils’ journeys; monitoring of in class smarter targets; monitoring by SENCo and IL of Ordinarily Available Provision (OAP) and adaptations in use in class and share good practice across the whole key stage Focus group - 7% of the school population who are both SEND + PP – What does inclusion look like for these children how are we building a sense of “belonging and equity?” • Evidence review of Summer/Autumn Term 2025 learning walks - DHT Focusing PDMs on working memory and retention strategies– teacher conversations and planning will be more focused on use AFL strategies and question the “so what do I do next?” in PPA. • SLT Focus on developing and coaching Middle leaders on monitoring their subject with specific focus on lowest 30% E.g. SEND task adaptations and for them to monitor the use of small steps in progress to attainment – what does it look like in each core subject 12 months after initial PDM focus? <i>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. John Dunford highlights “Keeping the lid off”: continuing to avoid putting a ‘ceiling’ on learning raises the bar for all pupils, including disadvantaged.</i>	
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TARGETED ACADEMIC SUPPORT

Intervention(s) and additional support

Budgeted cost: **£39,591**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing the effective training and deployment of Learning Support Assistants £5,784	- Inclusion Leader and SENCO to continue to develop the skills and cohesion of the LSA team. - Development of the LSA Spring / Summer Agenda reflects whole school journey “Echo Model” + all key information cascaded to the team in line with teachers’ PDM. To continue to offer a coaching programme to new LSAs and use experienced LSAs to mentor - this will then be part of the target setting in their 2025-2026 appraisals. - SLT will continue to lead LSA meetings in high quality practice and sharing the teaching of metacognition strategies to help children think about their own thinking, enhancing their learning and problem-solving skills. - Early identification strategies - 7% of the school population who are both SENd + PP: SENDco will continue to monitor systems and the impact of out of class interventions. Sharing findings and work collaboratively with teachers and LSAs to adapt them further using the small steps programme when necessary. <i>EEF: Schools should carefully monitor teaching assistant interventions to ensure they are well delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</i>	1, 2, 3
To continue to develop Early identification of need and how Ordinarily Available Provision is being used to support this to close the gap. £9,054	Autumn 2025 – Year 3 Ensure early identification is in line with transition information shared with the infant school and parents and new Ordinarily Available Provision (OAP) guidance is being used to support individuals and adaptations are in place meet needs when children enter KS2. - Evidence collection - Whole school termly learning walks/ book looks will continue to take place to monitor the adaptations that are in place to support the learning of individuals – disseminating good practice in staff meetings. Pupil progress meetings will continue to discuss groups of identified children and individuals; discuss solutions to further close the gap.	2

Inclusion leader to monitor progress and interventions of disadvantaged pupils in all year 6 groups Maths booster – Yr6 £7,924	MATHS GROUP – (17 children; 5 PP; 4 SEN) 5 x per week 5 children (pp) – on track to get expected 4 children (SEN) – on track to achieve expected ARITHMETIC INTERVENTION – Path way to progress intervention 17 children (5 PP) 3 x per week		2
Reading booster -Yr6 £1,707	Starting Spring Term 2026 - READING INTERVENTION - (in group; attendance average; SEND; PP) children (PP) 4 x per week children (SEN) 4 x per week		2
Writing booster – Yr6 £11,704	WRITING GROUP – (14 children; attendance average ; 4 PP; 0 SEN) 5 x per week 4 children (PP) – on track to get expected <i>EEF: Small group interventions with highly qualified staff have been shown to be effective</i>		2
Writing leader £2,340	Spring term 2026 - Released x1 a week – Feedback to work with identified children in conferencing their writing <i>EEF: Importance of high - quality targeted intervention where impact is monitored closely and adapted quickly to achieve rapid progress</i>		1, 2
To monitor the progress of groups of children in Year 4 and Year 5 £1,078	Monitor progress of year 4 pupils in core subjects: 15 PP + 5 SEN Target setting September 2025: Year 4 – Maths – 80 % EXS Writing – 30% Reading – 80% EXS + 10% GD	Monitor progress of year 5 pupils in core subjects 22 PP + 9 SEN Target setting September 2025: Year 5 – Maths – 41% EXS + 18% GD Writing – 41% EXS + 5% GD Reading – 59% EXS + 27% GD	



WIDER STRATEGIES (RELATED TO ATTENDANCE, FAMILY SUPPORT, PERSONAL DEVELOPMENT + WELLBEING)

Budgeted cost: **£40,884**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To explore and find opportunities to introduce the new learning values (6 values) as curriculum drivers. £2,480	- Enabling the whole school community to have a shared vision and values with a focus on everyone belonging – shared in the Chronicle; visually around school; now embedded in assemblies. This continues to be a driver for all our core beliefs and attitudes demonstrated by all staff and the pupils. Autumn term 2025– conference pupils about their understanding of the learning values and core values and what it means to them. Spring/ Summer2026 – DHT lead a working party to identify opportunities in our curriculum to enable all children to access it and develop the lifelong skills: curiosity, creatively, courage, collaboration and commitment <i>“Our recommendations have sought to ensure that high standards extend to all young people irrespective of background, and that barriers to opportunity are removed. My hope is that the recommendations contained in this report will take us a step closer towards ensuring that every young person has access to an excellent education by building a world-class curriculum and assessment system for all.”</i> — Professor Becky Francis CBE, Chair of the Curriculum and Assessment Review [education.ox.ac.uk]	2, 3, 5

To continue the development of the family support coordinator who will continue to support all families of children from disadvantaged backgrounds To lead as a school and support parenting programmes and workshops £1,200	FSC to continue to work closely with families – Early Identification (meeting and greeting families) organizing TAF meetings at a school level 2 to help parents navigate the KS2 journey. Cupernham School Evidence - June 2025 Questionnaire <i>‘Working with parents and we feel respected.’</i> <i>‘Always available if there is an issue/concern and acting on it - Teacher and support staff.’</i> <i>‘Communications are fantastic and outstanding. Regular meetings take place and I/we know that honest conversations can be had with no judgement.’</i> <i>‘(Our child) feels safe at school and trusts fully in the adults around her.’</i> Focus: To further strengthen links with the Infant school and Secondary schools as we share families and can join up our thinking about how to remove barriers and triangulate support. To ensure impact of interventions are recorded and shared with relevant adults in school. <i>Evidence from the EEF teaching and learning toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Yet it can be difficult to involve all parents in ways that support children’s learning, especially if parents’ own experiences of school weren’t positive. Having a FSC to support families is a beneficial role to have a positive link between school and home</i>	5																				
Monitoring and analysing attendance data and share trends with SLT and year leaders To ensure effectiveness of attendance systems and processes under the leadership of Inclusion Leader	- Inclusion leader and HT to continue to attend attendance hubs and data; to support families where attendance is below 90% - Greater focus on teachers’ monitoring group of children between 95 – 85% - offering their support to families and ensuing a sense of belonging in the classroom on their return to school. - Inclusion Leader to ensure teachers, office staff and SLT are clear on their roles in working together to improve attendance. Working together to improve school attendance - GOV.UK - November 2025 attendance: <table><tr><th>Year group average as a whole</th><th>PP/SENd</th><th>PP without SENd</th><th>SENd</th></tr><tr><td>3 – 96.2%</td><td>89.3% (5 pupils)</td><td>92.6%</td><td>89.9%</td></tr><tr><td>4 – 94.7%</td><td>76.4% (5 pupils)</td><td>92%</td><td>88.9%</td></tr><tr><td>5 – 94.7%</td><td>93.3% (9 pupils)</td><td>85%</td><td>93.4%</td></tr><tr><td>6 – 93.5%</td><td>56.8% (3 pupils)</td><td>87.8%</td><td>80.8%</td></tr></table>	Year group average as a whole	PP/SENd	PP without SENd	SENd	3 – 96.2%	89.3% (5 pupils)	92.6%	89.9%	4 – 94.7%	76.4% (5 pupils)	92%	88.9%	5 – 94.7%	93.3% (9 pupils)	85%	93.4%	6 – 93.5%	56.8% (3 pupils)	87.8%	80.8%	1, 3, 5
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£5,218	Autumn 2025 - VYED - Whole school focus: We have identified three areas: If we can achieve in these three areas, then the overall attendance rate would increase from 94.7% to 98.1%. This means the proportion of your pupils who are persistently absent would drop from 13.8% to 9.2%. 1. Attendance of pupils eligible for free school meals was 86.2%, lower than at least a quarter of similar schools. If you increased it to 94.7%, overall attendance would increase by 1.8%. Your overall persistent absence percentage would drop by 3.5 percentage points. 2. Attendance of pupils with special educational needs support was 88.5%, lower than at least a quarter of similar schools. If you increased it to 94.8%, overall attendance would increase by 0.9%. Your overall persistent absence percentage would drop by 1.4 percentage points. 3. Year 6 attendance was 93.5%, lower than at least a quarter of similar schools. If you increased it to 96.6%, then your overall attendance would go up by 0.7% percentage points. Your overall persistent absence percentage would drop by 0.6 percentage points. • Inclusion Leader focus on identified group of pupils: Punctuality - November 2025 - School data - 0.59% of school population = 10 students (1 family of 2) - explore with families what the barriers are and how the school team can further support with morning routines? Persistent Absentees - November 2025 – School data – 13.5% (1.5%down from last year) national average 15% • FSC will continue to support families where attendance is under 85%: sign posting external agencies, co-ordinate TAF meetings and with FSC making referrals or issuing a school attendance contracts when required. <i>Regular attendance at school is associated with higher level of attainment and wellbeing. Evidence shows that a pupil's progress and attainment is affected if their attendance falls below 90% and statistics show that is pupils miss just 17 days in a year, their GCSE attainment is likely to fall by an entire grade</i>	
Continue to support disadvantage families, including working out what the barriers are to support them in	• Inclusion leader to update and refine processes: capturing the sense of belonging; start interventions even earlier, targeted interventions for times in the term where there is a dip in attendance. 2025 - 2026 Inclusion leader to review parental engagement of PP families at events and set up a questionnaire to find out what more support the school could offer – parent + children voice – what workshops would parents be interested in attending?	

navigating school expectations and parent responsibility. £3,502	• Data shows that the AFC + BC are mainly attended by working families and only 10% of the children are in receipt of PP funding - school pays for 1 family to attend as part of a school support plan – continue to refine and monitor the “take up” and refine school offer for families • Continue to fund music tuition, trips and residential for families who ask for further support so that children have a rich, variety of experiences • 2024 – 2025 - 35% financial support for disadvantage group <i>Fairness does not mean everyone gets the same. Fairness means everyone gets what they need.” – Rick Riordan</i> <i>(This highlights the principle of equity: meeting individual needs rather than providing identical resources.)</i>	
To support identified groups of children’s with their emotional regulation and emotional well-being, through effective pastoral care and experiences so that they are ready to learn in the classroom £8,756	• Autumn Term 2025 Young Carers’ group - 14 children from across the school working with Romsey Young Carer team + FSC. Working collaboratively on shared projects: School evidence shows that the yr3/4 group need further support in managing their own emotions; responding appropriately to situations. The focus this year for the Yr6 children will be a making a “survival kit” in readiness for transition to Secondary school and connecting with each other on familiar interests. • TALA and mentor programmes to be evaluated for impact on pupil’s emotional gauge and engagement in class. • Autumn Term 2025 ELSA intervention - 8 children 75% of the children working on an emotional awareness, through the Zones of Regulation + CBT. Social group – 6 children – target: identify triggers for my worries and use simple strategies and creating their own toolkit • Autumn 1 – teacher observations and SLT monitoring of a small group of Year 3 children, it became clear they required additional support in the early learning expectations of listening, sharing and following an instruction. Thrive intervention started Autumn 2. – <i>continue to monitor the bridging of skills in the classroom.</i> • Focus: To capture and evidence the impact of the interventions - qualitative (pupil and parent voice/ review impact in classroom) and quantitative (using Boxall and Thrive diagnostic data)	1, 3, 4

Autumn 2025 - Review of break times and lunchtime provision Spring term – How can we make the playground accessible for ALL pupils?	• Summer 2025 - The school invested in new playground markings and a new seating area for the children. September observations have also shown that a few of the new Yr3 children are struggling with the “free time” and struggling to manage their behaviors; ending up inside with member of SLT as play has become unsafe for themselves and others. • Autumn / Spring Term 25/26- Inclusion Leader and SLT are reviewing how inclusive the playground is for all pupils. Meetings to gain evidence with lunchtime supervisors, School Council, children and the YR3 group of boys. Proposed ideas for improvement; 1. Encouraging of healthier snacks – Chronicle issue number 3 7th November 2025 – advising parents 2. Zoning the playground into quiet zones; ball zones, games zones 3. LSAs plays 15 minute activity with the children across lunchtime - timetable of activities 4. School Council - purchase new play equipment in line with what the children want to play with and what their peers have suggested 5. Introduced a Year 3 (5 children) structured lunchtime play – supervised by the LSA + FSC <i>"The school playground is a curriculum resource that has the potential to build a bridge to inclusion" (Teachwire 09/25)</i>	
Personal Development and Wellbeing Emphasis on how well pupils develop resilience, confidence and independence, and the opportunities they have to share their voice and leadership. £10,485	<i>OFSTED 2025 This area reflects the growing recognition of holistic education in developing well-rounded pupils.</i> <u>Linked to the schools vision and values</u> – Responsibility, Aspiration, Kindness and Joy <u>The learning values</u> – Commitment, courage, creativity, curiosity, collaboration Celebrated in the school fortnightly Chronicle; Share on the school website and in meetings with parents. • Spring/Summer 2026: SLT and school staff to review the personal development of a child journey’s through CJS. Mental Health Lead review positive mental health policy in line with audit findings, staff questionnaire and initiatives. Through a child’s eyes – ➤ What is the personal journey for our children at Cupernham Junior School? ➤ What do we currently offer? ➤ What do children enjoy? ➤ What could we improve?	

	Working party - with Laura Francis (Inclusion Leader) + Jade Dearden (Curriculum lead, Rebecca Jewel (PSHE lead) and Claire Allen (Outdoor learning/sustainability) – Reviewing opportunities that the Jigsaw programme + subjects ➤ How does the PSHE/SRE scheme build personal resilience? ➤ What opportunities do we offer through our curriculum to further develop this aspect of positive mental well-being? ➤ How we can further develop the use of our grounds and outdoor space to aide wellbeing?	
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To continue the development of Forest School for disadvantage children A Forest School is an educational establishment with an outdoor model. Unlike regular schooling, which focuses on meeting curriculum and academic targets, Forest School encourages children to explore the natural environment and learn practical skills. £9,243	• Third year: Mrs Allen and Mrs Gibbs/Mrs Wright to run a morning session for 15 pupils throughout the Autumn, Spring and Summer terms Autumn 2/Spring 1 – 15 - Yr4 PP children Summer 1 / 2 – Children in receipt of an EHCP (10 pupils) sensory time; to help with skills taught in sensory play e.g. communication and interactions; to support attendance • Provide the opportunity for Yr4 disadvantage children and children with an EHCP to learn, develop and grow in nature. • Foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community. • To foster a sense of belonging and to be part of a community and a group • Promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. • Encourage learners to take supported risks appropriate to the environment and to themselves. • Use natural resources for inspiration, to enable ideas and to encourage intrinsic motivation To further capture and refine evidence to measure the impact of the intervention – both qualitative (gaining pupil/parent voice) and quantitative (exit and entry information) Focus: Listening skills, sharing, belonging to a group and working collaboratively <i>EEF Improving Social and Emotional Learning in Primary Schools – Forest School is a child centered outdoor learning approach that helps children build confidence, resilience, and a deep connection with nature. Its benefits include improved physical health, emotional well-being, creativity, and social skills. (Dawn Hampshire + IOW leader)</i>	1, 3, 4
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Total budgeted cost: **£121,102**



PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR 2024-2025

OUTCOMES FOR DISADVANTAGED PUPILS (INCLUDING EXTERNALLY PROVIDED SERVICES)

Programme	Provider
Gaps in language development	<u>Summary of the impact of Language Link intervention 2024-25:</u> 26 children took part in the intervention 19 more pupils are now showing age-appropriate receptive language after intervention. 81% of Y3 pupils who took part in intervention reached age-appropriate understanding of spoken language by the end of the year. 66% of Y4 pupils who took part in intervention reached age-appropriate understanding of spoken language by the end of the year. 50% of Y5 pupils who took part in intervention reached age-appropriate understanding of spoken language by the end of the year. 11 disadvantage pupils including 2 EAL children 72% of PP children reached age appropriate understanding of the spoken language – 28% of children will continue with the programme Autumn 2025.
Forest School	<u>Summary of impact of Forest Schools 2024 – 2025:</u> Mrs Allen (CT) + Mrs Gibbs (HTLS + Summer – Mrs Wright (LSA) Autumn 2/Spring 1 – Yr4 15 disadvantage children – motivation and concentration was a proposition for change and 100% of children grew in this area during the sessions. Pupil Voice 2025: - Nasrin – “I felt happy and joy when I was in Forest School. I loved everything!” - Raph – “My Shelter was awesome! It took lots of knots and everyone had to help but it kept us dry in the rain and we could talk and relax under it” - Henry – “I felt so happy drinking hot chocolate around the fire circle. It made me relax and not worried anymore”

	<u>Feedback from parent after receiving report</u> • “Forest School has been a very important part of her week. She is really excited to go to school and tells me that Forest School is her best day of the week as it is so much fun and makes her feel calm. Alyssa has so much more confidence in herself and now has a new group of friends. Thank you” • “Shaneah has loved bringing home all the things she has made in the forest and talks happily about all the friends she has made. Forest School is something that has helped Shaneah to feel positive Summer1 + 2 - Children receipt of an EHCP (10 pupils) and Yr4 5 disadvantaged children. • “A great opportunity for the children. Harry would always come home on a Thursday telling us all what he had done. Harry really enjoyed Forest School and we were really lucky he was able to do it. He loved making things and using grown up tools and was very proud of his pencil”
Jason Wade – Syllables and Sounds spelling programme	Whole school initiative introduced 2023 - 2024: Cost - £3369.60 – final year - staff training;; CPD of further training and resources Next Step 2025 - 2027– Adaptation of scheme for Cupernham Junior School’s learners a) development of the curriculum b) pedagogy - the development of methods and the teaching of spelling across the key stage

Quality of teaching and learning	AHT appointment – new staffing structure introduced for September 2024 – Supporting the core subjects each morning
MATHS GROUP – (12 children; attendance avg, 95%; 5 PP; 3 SEN) 5 x per week May 2025 5 children (pp) – 80% on track to get expected – 90% achieved 3 children (SEN) – 100% on track to achieve expected – 100% achieved ARITHMETIC INTERVENTION – 12 children (50% PP) 3 x per week	
READING INTERVENTION - (17 in group; attendance avg 93%; 3 SEN ; 7 PP) May 2025 7 children (PP) 4 x per week – 85% on track to get expected – 85% achieved 3 children (SEN) 4 x per week - 100% on track to get expected - 100% achieved	
WRITING GROUP – (14 children; attendance avg 91.5%; 5 PP; 1 SEN) 4 x per week May 2025 5 children (PP) – 60% on track to get expected – 70% achieved 1 child (SEN) – will be working within Yr6 expectations EEF: Small group interventions with highly qualified staff have been shown to be effective	



SERVICE PUPIL PREMIUM FUNDING

The SPP is there for schools to provide mainly pastoral support for service children, whereas the pupil premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with the main PP funding and the spending of each premium should be accounted for separately.

2024 – 2025 – £350 (1 child)

2025 – 2026 - £700 (2 Yr4 children)

Measure	Details
How did you spend your service pupil's premium allocation last academic year?	New to Cupernham - Yr4 pupil has made friends with a group of girls and through some pastoral support from an LSA, these friendships are now secure and reliable. The young person Peripatetic Music lessons but Mum has paid up this term, despite our offer of supporting some of the monies. Yr4 child attends the school's "wrap around care" 3 x a week. Supporting child to attend trips without her parent and feel safe with school adults.
What was the impact of that spending on service pupil premium eligible pupils?	Aims: Securing friendships and building self-esteem; a sense of belonging – circle of friends, supporting wrap around care; helping both girls to make friends and feel secure in school.