

3 year Pupil premium strategy statement

Golcar Junior, Infant and Nursery School – 2025-2028

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	403 (+22 nursery)
Proportion (%) of pupil premium eligible pupils	71 children/18% (2025/6)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Samantha Gallant
Pupil premium lead	Samantha Gallant
Governor / Trustee lead	Sharon Appleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128680
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£128680

Part A: Pupil premium strategy plan

Statement of intent

At Golcar JIN school we want to give every child the opportunity to succeed. We know that growing up with situations which pose inequalities have a detrimental effect on some children. We want to use our government funding to create opportunities and lifelong skills to enable children to thrive in adulthood. Every child will grow up with ambition and a thirst for knowledge.

Key principles of this planning include:

High quality learning opportunities

Exploration and experiences beyond children's own

Building confidence and self-esteem

Being mentally prepared for the difficulties life may bring

Developing communication and language skills

Working alongside skilled adults to learn and to regulate emotions

Challenges

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

Challenge number	Detail of challenge
1	Many of our children don't feel confident to speak and sometimes do not have the same level of experience of language to share
2	Some of our children also have had significant difficulties and life traumas which can lead to extreme and difficult behaviour and dysregulation
3	Some of our children do not feel confident in themselves and often feel like they cannot make a difference. They lack skills to work alongside each other and opt out to avoid shame and failure
4	Some of our children do not access other activities outside of school and do not develop a passion for sport or the outdoors for example
5	Some of our children do not get the same level of support at home with learning to read and learn the foundational skills of spelling, multiplication tables and handwriting.

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
The vast majority of our children will be confident and effective readers	All children will leave our school being able to read at expected levels. Children with significant difficulties who are on the SEND register will be able to use phonics to decode and read and will have a determination to use their learned skills to read.
Children will have the skills and knowledge to manage their own mental health and well-being and be well-equipped for their future	All children will be able to use the principles of My Happy Mind. They will be able to regulate their emotions, know their self-worth and be independently managing their mental well-being. They will be able to support and co-regulate with their peers.
All children will use peer collaboration and talking to secure their learning in all subjects	Learning at the school in all subjects will be peer talk centred. Children will demonstrate they have learned something by teaching and explaining to each other. Learning will not be passive but be active and engaging in all subjects.
There will be equal opportunity for children to take part in activities and experiences they may not be able to access at home. Children will feel confident and independent and be able to demonstrate leadership skills.	All children will have a 'passport' of stamps to show the experiences and opportunities they have taken part in. Children will talk with pride about the activities they have completed and know what these activities have helped them to become.
Children will have experienced and effective key adults who work alongside them to help them build confidence, good relationships and independence.	All children will be able to use the support of adults to develop key skills identified for their development. Strong relationships will help to guide and co-regulate children and help them build foundational skills and knowledge.

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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teachers – engaging children in learning using talk and collaboration	EEF metacognition and self-regulated learning EY toolkit EEF Developing self regulation and executive functioning	1,2
Opportunities for professionals to peer coach each other developing confidence and reflection on own practice	Research shows that coaching and peer support has positive impact on development and confidence. Kraft, Blazar & Hogan (2018) – <i>Meta-analysis of teacher coaching</i>	1, 3, 5
Training professionals to enable delivery of support programmes – ELS phonics and catch up/keep up interventions, CLS approaches, mastery in number, Well-Comm	EEF Cognitive science approaches in the classroom EEF deployment of teaching assistants Reading framework and writing framework DfE research paper	1, 3, 5
Subscriptions for ELS phonics, My Happy Mind, CLS intervention, Well-Comm, SCARF – mental well-being and confidence, academic success	As above	1, 3, 5
Non-contact time for professionals (cost of £150 per session – 15 teachers getting 2 sessions over the year) to work together, study the research, implement strategies, reflect on own practice, review children's attainment, plan next steps, input data, carry out assessments, plan training sessions, analyses attendance data and work with families, meet with parents.	As above	1, 3, 5
One day session with after school club – Forest School provision – confidence, independence, risk management, well-being	EEF Outdoor adventure learning Best start in life DfE research paper – importance of play Adventure Education and Socio-Emotional Growth A 2025 systematic review published in <i>PLoS One</i> found that Adventure Education (AE) significantly enhances: Resilience, Self-efficacy, Peer relationships, Life satisfaction, Leadership and independence	1, 2 3, 4

Targeted academic support

Budgeted cost: £ 125000 (5 members of staff across school dedicated to the Pupil Premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teaching assistants (cost approx. 25k per year) and early years professionals to support relational approach, to lead quality interaction and talk and to provide tutoring and one-to-one support to enable personalised programmes of keep up interventions. Support children who get less practice at home. Repetitive learning programmes and support cognitive load aware tuition.	<p>EEF deployment of teaching assistants</p> <p>EEF Improving literacy in Key Stage 1 and 2</p> <p>Early Years EEF toolkit and evidence store – quality interactions, teaching through collaborative talk</p> <p>Best start in life DfE research paper</p> <p>Strong foundations in first years of school DfE research paper</p>	1, 2, 3, 4, 5

Wider strategies

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use My Happy Mind to ensure skills and development to support positive mental well-being	Neuroscience-Informed Education Enhances Lifelong Learning - A review by Goldberg (2022)	1, 2, 3,
Develop 'passport' type system to track children's access to other experiences and life skills	<p>EEF Outdoor adventure learning</p> <p>Best start in life DfE research paper – importance of play</p> <p>Adventure Education and Socio-Emotional Growth</p> <p>A 2025 systematic review published in <i>PLOS One</i> found that Adventure Education (AE) significantly enhances:</p> <ul style="list-style-type: none"> • Resilience • Self-efficacy • Peer relationships • Life satisfaction • Leadership and independence 	1, 2, 3, 4,

Total budgeted cost: £ 145000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – national milestones

(data taken from perspective reporting using national indications as verified data is unavailable at time of publishing plan)

EYFS

Area of learning	Nat 2025	Sch 2025	PP (5 ch)	National PP	Difference
Good level of development	68%	63%	60%	51%	+9

Y1 phonics check

	Nat 2025	School 2025	PP 8 chn	National PP	Difference
Y1 Phonics	80%	89%	88%	67%	+21

Y2 Phonics re-check

2025 100% passed the re-check – all 4 of PP children who retook the test achieved

Y4 Multiplication Tables Check

	Nat 2025	School 2025	Sch PP 18 chn	National PP	Difference
MTC mean score	20	21	19.4	19.4	0
MTC full marks	39%	48%	21%		

Key Stage 2 national assessments

	National 2025	School 2025	PP 23 chn	National PP	Difference
RWM combined exp+	62%	68%	44%	47%	-3
RWM greater depth	8%	10%			
Reading expected+	75%	81%	65%	63%	+2
Reading greater depth	33%	22%			
Writing expected+	72%	78%	57%	59%	-2
Writing greater depth	13%	10%			
Maths expected+	74%	80%	65%	61%	+4
Maths greater depth	26%	32%			
GPS expected+	73%	69%	52%	60%	-8
GPS greater depth	30%	25%			

- Each PP child = 4%, 1 child not attending school, 1 child one scaled mark away from gaining RWM combined in reading, 3 children found writing difficult but gained other two subjects.

Outcomes for disadvantaged pupils over time – national milestones 2025

	Cohort number out of 60	2023	Cohort number Out of 60	2024	Cohort number out of 60	2025	National average for all children 2025	National average for disadvantaged 2025 (indicative)	Comment for 2025
GLD	5	60%	8	50%	5	60%	68%	49%	Under national by 8% but over national for disad by 11%
Y1 phonics	8	50%	9	56%	8	88%	80%	67%	Over national by 8% and well over national for disad by 13%
Y2 phonics – PP children retaking	4	75%	4	0	4	100%	91%	87%	Over national and over disad
MTC	14	14% full marks	14	21% full marks	18	22% full marks	39%	22%	Under national by 17% but on national for disad
Y6 RWM combined	10	60%	7	57%	23	44%	62%	47%	Under national by 18% and under national for disad by 3%

Notes:

In 2025, nationally, 32% of pupils at the end of key stage 2 were considered disadvantaged.

In reading, writing and maths (combined), 47% of disadvantaged pupils met the expected standard in 2025 compared to 69% of other pupils, keeping the gap at 22 percentage points.

Combinations by disadvantage status - 38.4% of disadvantaged pupils did not meet the expected standard in reading, writing and maths (combined) following assessment, this compares to 25.2% of non disadvantaged pupils. 14.2% of disadvantaged pupils were not assessed in all 3 of the individual subjects, compared to 5.7% of non disadvantaged pupils. For disadvantaged pupils, 13.4% were assessed as not meeting the expected standard in all 3 of the individual subjects, this compares to 6.2% of non disadvantaged pupils. Another key difference shown is that a higher percentage of disadvantaged pupils are working below the level of assessment in at least one subject (13.3%, compared to 5.3% of non disadvantaged pupils). This reflects the higher proportion of SEN pupils within the disadvantaged cohort.

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

For service child school supported music education, gave one-to-one support for greater depth achievement and extra teaching hours after school for tutoring.

The impact of that spending on service pupil premium eligible pupils

Service child achieved greater depth standard in all subjects

Further information

Research:

In 2024, along with with ASCL, CST, Challenge Partners and The Reach Foundation, ImpactEd Group [launched national research](#) using the [TEP platform](#) to understand the role of pupil engagement in school outcomes.

Educational outcomes are not only about ability or teaching quality. They are also about how much pupils value school (cognitive engagement), how much effort they put in (behavioural engagement), and whether they enjoy being there (emotional engagement).

High levels of all three types of engagement are linked to faster rates of academic progress and better attendance. Conversely, low levels are early warning signs of underperformance.

What our data shows is that LIWC children (low income white children) report among the lowest levels of engagement across all three.

Cognitive engagement

LIWC children have the weakest sense of academic agency. Around one-quarter (26 per cent) of LIWC secondary pupils do not believe that putting in more effort leads to better grades.

Low-income white girls fare particularly poorly here, reporting the lowest interest in lessons of any group. They award an average score of 4.4 out of 10, compared to 5.0 for white girls not from low-income backgrounds and 5.2 for low-income Asian boys.

Emotional engagement

Among this group, enjoyment of school is alarmingly low. LIWC pupils score just 2.6 out of 10, compared with 3.7 for disadvantaged Asian pupils and 3.4 for disadvantaged Black pupils.

Girls again stand out as the most disaffected. LIWC girls award an average school enjoyment score of 2.4 out of 10, compared to 2.8 for LIWC boys and 3.0 for white girls that are not from low-income backgrounds.

Behavioural engagement.

Sadly, but perhaps unsurprisingly given the above, effort is especially concerning. Only half of LIWC pupils say they work hard at school, compared to around 70 per cent of disadvantaged South Asian pupils.

Homework is a major issue: LIWC pupils are far less likely to hand it in on time.

Another striking finding relates to timing. While many groups show a big drop in engagement during Year 7, LIWC pupils begin secondary school already behind. The problem is not that they disengage faster, but that they start secondary school less engaged to begin with.